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ABSTRACT

This report summarizes the discussion emerging from the issues raised at the Esfahan Seminar on Functional Literacy and Family Planning Education. It is divided into six chapters. Chapter I describes the seminar design, pointing out that it was structured to fulfill the major purposes of the Seminar, one of which was to help each participating country initiate demonstration projects designed to introduce population and family planning information into adult literacy programs. Chapter II defines literacy as the essential knowledte and skills which enable a person to engage in all those activities in which literacy is required for effective functioning in his group and community. Chapter III demonstrates that as the level of the wife's education went up so did the use of family planning. In Chapter IV, an explanation is given for the way in which decisions were reached about the production and use of materials and approaches in teacher training. Chapter V reports on the status of literacy and family planning programs conducted in the various countries participating in the seminar. Chapter VI summarizes and evaluates the seminar. It is concluded that, measured in terms of its stated main objective, the seminar was a success. Appendices A through F contain data on various projects. (CK)

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PRELIMINARY REPORT
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THE ESFAHAN SEMINAR

Report of a Regional Seminar

on

FUNCTIONAL LITERACY
and
FAMILY PLANNING EDUCATION

April—May 6, 1971

Esfahan, Iran

Sponsored by
Ministry of Health, Government of Iran
and
World Education, Inc.
in cooperation with
Ministry of Education, Government of Iran
The Work-Oriented Adult Literacy Pilot Project
and
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INTRODUCTION

Esfahan, Iran was the setting for the regional Seminar on Functional Literacy/Family Planning Education. It was held from April 25 to May 6, 1971 for participants from Afghanistan, Iran, Pakistan, and Turkey. Ninety-five participants, observers and resource persons from 10 countries took part. The Seminar program is attached as Appendix A, and participants listed in Appendix F.

This Seminar was the third such meeting focusing on this relatively new program area. The first was the New Delhi Workshop held April 1970 with participants from India, Philippines, Thailand, Afghanistan, Iran, and Turkey. It was the touchstone for development of literacy/family planning programs in a number of countries. The Workshop began with assessing where the individual countries were with regard to literacy programs, the problems each posed, what was needed to link these two issues effectively, and finally how to design a literacy/family planning program. From this beginning, four of the six countries actually have World Education sponsored projects underway as this report is written.

The Bangkok Consultation followed in January 1971 to assess the progress of and exchange experience gained from the pilot projects of the Thailand Adult Education Division of the Ministry of Elementary and Adult Education and the projects of the Philippine Bureau of Public Schools and the Philippine Rural Reconstruction Movement. Representatives from Indonesia also participated, to learn from these programs and to consider development of a similar one. The Bangkok Consultation concentrated primarily on materials and methodology of functional education for family life planning.

It was hoped that the Esfahan setting for the Seminar, plus the issues and questions raised in the earlier conferences would further the major purpose at hand: to aid the four participating countries either to initiate demonstration projects or to strengthen ongoing projects of family life education in adult literacy programs. The Seminar would devote a major portion of time during the following days to designing demonstration projects. Other subjects introduced would have the purpose of strengthening the development of projects by providing ideas and experiences on the various components of a project.

This report summarizes the discussion emerging from the issues raised. It is not intended as a definitive report of all that was said and done. Nor does it fully relate topics that had been the particular focus of the earlier conferences. These have already been discussed in the two previous workshop reports.* This paper first considers the Seminar itself as a learning situation. Then the program areas participants concentrated on are presented by subject: methodology, research and evaluation, production and use of materials, and training. The country project proposals as developed during the Seminar are presented. A concluding chapter summarizes the highlights of the Seminar and some evaluational comments.

Significant portions of earlier conferences were devoted to an accounting of the problems in family planning and adult education and the relevant demographic statistics. This Seminar did not dwell on these facts. Speakers during opening ceremonies did, however, provide as a backdrop for the Seminar statistical reminders of the urgent task at hand. The effects of a declining mortality rate and a sustained fertility rate are causing important qualitative and quantitative changes in the population. Using Iran as an example, the under-20 age group has increased to the point where more than half the population is under 20. At the same time the active population has been decreasing from 46.3% in 1956 to 41.2% in 1966. The balance between "consumers and producers" is becoming ever more unfavorable. The efforts of literacy programs to contribute to economic development are offset by the population increase. Therefore, it was hoped that the addition of family planning into these literacy programs will increase the effectiveness of both.

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*See *Report of the India Workshop on Literacy/Population/Family Planning Education*, World Education, Inc., New York, 1970; and *Report of the Bangkok Consultation on Adult Literacy Education and Family Life Planning*, (mimeographed), World Education, New York, 1971.

CHAPTER I

SEMINAR DESIGN

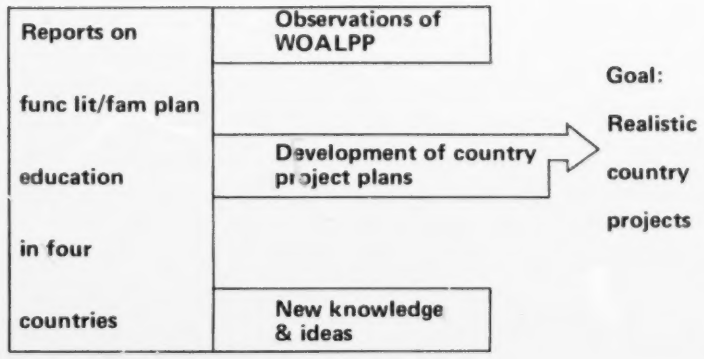
Overview

As already stated, one of the major purposes of the Seminar was to help each participating country initiate demonstration projects designed to introduce population and family planning information into adult literacy programs, or to strenghten on-going projects in literacy and family life planning education. A substantial amount of time and consultation was scheduled in the program for each country group to design and plan its own project for implementation after the Seminar.

In addition the program scheduled several occasions for each country delegation to:

1. share its experiences in preparing, producing and using teaching materials;
2. improve its understanding and skills in planning, conducting and evaluating experimental demonstration projects in literacy and family planning education;
3. explore common objectives and needs among the participating countries which might serve as a basis for joint planning and pooling of resources; for example, explore the feasibility of conducting a comparative study of the impact of literacy/family planning education upon both the illiterates and new literates in each of the four participating countries; and
4. assist World Education in identifying the kinds of technical assistance and supporting services that may be needed for implementing demonstration and/or experimental projects in literacy/family planning education.

The essential components of the Seminar were the shared experiences of the delegates; new knowledge about the concepts of "literacy plus" and "beyond family planning", project development, materials production and use, teacher training, use of mass media, evaluation of results, and more; observation of the programs and activities of the Work Oriented Adult Literacy Pilot Project (WOALPP); and all designed to contribute to the development of project plans for enhancing literacy/family life planning education in each of the four participant countries. The design could be diagrammed in the following manner:



Country Workgroup Process

Before the delegates left their countries, they received a questionnaire from World Education designed to call to their attention the principal objective of the Seminar: preparation of realistic country projects. The questionnaire encouraged each delegate to come to the Seminar informed about functional literacy and family planning programs in his own country and to begin thinking about project planning.

The second day of the Seminar, delegates received specific guidelines to preparing projects. The guidelines suggested that projects should be developed to accomplish the following objectives:

1. identify both overall and specific project purposes;
2. develop a plan of action for a year's period;
3. develop plans based specifically on ongoing or planned functional literacy and family life education programs within each country;
4. develop yardsticks by which programs could be evaluated during the next year;
5. coordinate, wherever realistic, efforts of the Ministries of Health and Education and other concerned organizations in the development and implementation of the projects; and
6. enable country workgroups to profit during the Seminar from each others' experiences and the expertise of resource personnel.

The guidelines further emphasized that: ". . . projects are to be planned that the members of each country workgroup can themselves carry out. These are not to be projects for some others to implement. Also, modest projects actually carried out are infinitely better than grandiose plans that never leave the drawing board."

Delegates worked out project proposals in six scheduled meetings, although several delegates worked additional hours especially as they began writing drafts of sections of their final reports. Parts of the final reports are presented in Chapter V.

The importance of the work on country projects was evident in the final evaluation of the Seminar by the delegates. To a question that asked delegates to "describe one or two highlights of the Seminar," the most frequently mentioned item was "country workgroups" and "work on country projects." To another question that asked for "some of the important accomplishments in the Seminar for you for your work in your country," again the most mentioned item concerned the work on the country projects. Delegates were optimistic that they had in each country group "developed during the Seminar a project plan (or implementation plan) that will in fact be adopted, funded, and carried out in the next year." Thirty were optimistic to very optimistic, three were neutral, and two, pessimistic.

Overall, thirty-two delegates rated the Seminar positive to outstanding, three neither positive nor negative, and only two moderately negative. To a remarkable.degree, the Seminar fulfilled its stated objectives as evaluated by the delegates.

Esfahan as a Living Laboratory

Esfahan was chosen as the site for the Seminar to provide participants with the additional experience of working where there was an ongoing functional literacy program and a family planning education program. It was felt that much could be learned from this "living laboratory" where in 1966 one of the first UNESCO pilot projects began in the Esfahan and Dezful regions. During a plenary session and a visit to the project headquarters, members of the Seminar learned about the Work Oriented Adult Literacy Pilot Project (WOALPP). There was time for a staff presentation, to have discussions with UNESCO and Iranian project staff, and to see exhibits of teaching materials. Participants also had the opportunity to visit in Esfahan, Reeze, and Yazdabbad, a total of five centers where several kinds of adult literacy classes were in progress: knitting, sewing and embroidery combined with a literacy class at a new-literate women's home; a steel factory; literacy classes in pre-vocational training and mechanics; women's health classes in a rural area; general agriculture (plant protection) class. The scope of the WOALPP is detailed in Appendix B.

Participants learned too of the Esfahan Communications Project under the direction of the Esfahan Health Department with Population Council assistance. The Communications Project to determine the impact of an intensive communications and education program has four sub-projects: the Mass Communications Project; the Functionary Project; the Intensive Project; and the Continuous Use Project. A report on the aims and findings of the Communications project was distributed. It is included as Appendix C. Research findings from this project provided the technical content for the WOALPP sequences on family planning. It also provided an encouraging example of cooperation between the health and the education organizations, a necessity for this type of program.

The Seminar as a Learning Situation

Three methodological aspects of the Seminar were vital to its design as a learning situation for all the delegates. One was the continuing and increasing involvement of delegates in the Seminar design and outcome, through several small groups organized for that purpose. A second was the use of a variety of techniques for representing and reviewing content material. The third was the regular use of feedback questionnaires to monitor and evaluate progress of the Seminar. All three aspects reflect significant assumptions about work and learning in a workshop situation such as the Esfahan Seminar. Some of these assumptions are:

1. People are more likely to learn and work effectively when they can influence the design of their learning situation in some ways important to them.
2. Different people learn different things at different rates and in different ways; there is no one best way for everyone to learn, and an effective group learning situation will present several ways to learn.
3. An effective learning situation includes frequent feedback on performance, and this includes feedback for planners and administrators (so they can change plans and ways of managing the situation) as well as for delegates (so they can move closer to meeting objectives).

In the country work groups, delegates had large influence over how they worked and what they learned. A resource person was assigned to work with each country group, but his role was to facilitate the group, clarify objectives of the country projects, help obtain other needed resource personnel, and perform other consultative functions, not to direct or chair the group. Each of the four groups worked quite differently, and the projects were distinctly their own (as will be evident from the samples of the projects in Chapter V). The resource people assigned to the country groups met almost every day at breakfast, and this became an important feedback and coordinating group for the Seminar.

There was a Seminar Steering Committee composed of representatives from the country groups that also met frequently to review and make changes in the overall design and progress of the Seminar. A "cabinet" of World Education and Iranian staff and delegates who had been instrumental in much of the advance planning also met during the Seminar, and these delegates had links to the Steering Committee, the country groups, and the resource persons assigned to country groups. The generally relaxed and informal atmosphere that developed during the Seminar further facilitated opportunities through informal groupings for delegates to influence the Seminar as a learning situation.

Delegates experienced a variety of methods of receiving new ideas and knowledge: lecture-discussions, panels, "fish bowl" (small group within a large group) discussions, demonstrations, simultaneous work groups on different topics, field visits, cross-country small groups to discuss issues raised in general sessions, country work groups, etc. From the final evaluation by delegates, most delegates preferred the more involving methods, those which increased their own participation as in informal small groups or in more structured situations of demonstrations and practical work. Because many delegates were educators, they were interested in new teaching and conference methods, for their own learning during the Seminar. They were interested also in teaching techniques to apply to their country programs. The Seminar probably did not address this latter need as fully as it might have.

Three separate questionnaires, one at registration, one at mid-point, and one at the end of the Seminar, gave a running evaluation of the design and of progress. The opening questionnaire collected information about the delegates' experience with literacy and family planning education; the questionnaire also asked about the delegates' expectations of the Seminar in terms of what they hoped to accomplish. The results are below:

Profile of Seminar Delegates
(from pre-seminar information on participants)

Age	
46+ years	14
36-45	22
35 under	14
Total	50

Field of Education	
Education	25
Social Science	12
Medical	10
Humanities	2
Physical Sciences	1
	50

Level of Education	
Bachelor	14
Bachelor of Medicine or M.D.	8
Masters	18
Doctorate	10
	50

Years of Experience in Literacy Education	
10+ years	12
5-10 years	7
1-4 years	12
No experience	15
No answer	4
	50

Years of Experience in Family Planning	
5+ years	8
1-4 years	24
0 years	13
No answer	5
	50

Primary Expectation from Conference	
Write proposal	7
Prepare materials	3
Get ideas and techniques	37
No answer	3
	50

The mid-Seminar questionnaire focused on the delegates' expectations at the outset to get useful ideas and techniques, on progress in the country work groups, and on suggestions for improving the Seminar. Highlights from that questionnaire are below:

Are you getting useful ideas?

Yes 36 Some 4 No 1

Are you getting useful techniques?

Yes 28 Some 1 No 6

What progress has your country group made toward writing and/or specifying next steps in your project proposal?

11 Beginning to plan implementation

8 Discussing background data, objectives, target groups, research available and integrating materials

11 General discussion

What suggestions do you have for improving the Seminar next week?

13 More small groups

12 More on specific topics

11 More time for discussion

6 More problem solving and planning

9 Others

Overall, how do you feel the Seminar is going?

0 Poorly

6 Reasonably well

22 Very well

6 Extremely well

A few highlights from the final questionnaire were reported above, and a summary of all the responses to the questionnaire is in Appendix E. The opening and mid-Seminar questionnaires were useful in adapting the Seminar design to meet the delegates' needs and resources more closely, and several design decisions were made in direct response to the replies of delegates. All the questionnaires, and the final questionnaire especially, will be helpful in planning future Seminars.

CHAPTER II

CONCEPTS AND METHODOLOGY OF FUNCTIONAL LITERACY AND FAMILY PLANNING

Functional literacy as a concept and as a methodology is still relatively new and is still in a process of change and growth. New ideas concerning implications of family planning are emerging as well. Appropriately, the Seminar began with Mr. Thomas Keehn, Executive Vice President of World Education, focusing attention on the basic concepts behind World Education's program and the objectives to which the Seminar was dedicated. Mr. Keehn began with a discussion of the term "literacy plus," to indicate that literacy is no longer to be conceived of as end in itself.

During the last six or seven years UNESCO, through publications, conferences, and projects, has been a prime mover in the changes in literacy education. Iran has been the venue of important international conferences and project activities which have been important in the new definitions.

Mr. Keehn suggested that the most generally accepted definition of literacy today is the following:

> A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing, and arithmetic make it possible for him to continue to use these skills towards his own and the community's development.

Literacy, then, must be functional; it must be related to development of the community, and it must be designed for a specific situation.

Today our understanding of literacy is still taking us into new and more complex regions. We are beginning to realize the importance of what is called a "culture of literacy." Literacy in this setting is best understood and developed not only as a tool and form of communication, but also as an instrument of innovation, change, and development.

As a form of communication, literacy employs a commonly understood set of symbols that can be used by one person to convey a message to another. The sender of the message "encodes" the message utilizing these symbols or codes, while the recipient "decodes" them. With some license, then, literacy can be defined as a process of "encoding" and "decoding." Language, pictures, writing systems, smoke signals and, indeed, any code utilized to communicate are forms of literacy.

This introduces a new dimension into our concept of literacy. The static perception of literacy as reading and writing is replaced by the dynamic concept of a process; the process goes beyond literacy alone to what may be termed "functional education." World Education believes that effective learning takes place where educational opportunity intersects with vital daily concerns. The old kind of learning—whether it is for children in school, for youth in universities, or for adults who are out of the school system—simply does not work. Both the content and the form of the learning process must be "functional;" it must utilize all communications media and be related to daily life. Literacy is the basic part of it, but the framework within which it takes place is considerably broader.

Functional education as an outgrowth of functional literacy is education in which a basic, commonly accepted and understood set of symbols is utilized as a means of communicating subject matter of functional use. Written, easily reproduced symbols are one efficient and practical tool of communication. The possibility of error is considerably reduced when one is able to use a code in which symbols retain their exact meaning in all situations for all people. Thus, one long range goal of functional education is the dissemination and standardization of a system of written symbols. The symbols used may also be audio or visual, or some combination of all three. The crucial thing is the communication of knowledge, the change of attitudes and values, and action. This is functional education. This is "Literacy Plus."

Mr. Keehn then went on to discuss the phrase "Beyond Family Planning."

In family planning, as in adult education, much has been learned in recent years about its problems and complexities. We have become aware of the population problem in a deeper and more profound sense. There is no need to recite the statistics of despair which are heard whenever the population crisis is

discussed. We have learned that *beyond family planning* is, first, *population planning.* We are beginning to recognize that control of the problem of human fertility is caught up in the warp and woof of our entire social, economic, and political system. In short, we must deal with the educational, economic, and ecological aspects of the population problem if we are going to affect significant change.

The educational task being dealt with in the Esfahan Seminar and in the World Education program is itself a very complex one. Population education and sex education are increasingly included in the formal school system. That is good. However, the largest, the most strategic, and the most unstructured groups are the out-of-school, young adults–those who are over twelve years of age and up to about thirty-five or forty who are not in school. They are the target group in our program–vast and elusive. The key to understanding and approaching this group is the family. These young adults either belong to or will shortly become parts of young and growing families. The task, therefore, is *planning for the family* or *family life planning.*

Beyond family planning is our concern for the totality of the family–its health, its educational and cultural quality, as well as its size. Family planning in the specific sense of family size is thus an integral part of the larger and more complex task of family life planning. The projects we design, the materials we produce, the training courses which we organize must all be built on the foundations of this concept. Thus, said Mr. Keehn in conclusion, *Literacy Plus* and *Beyond Family Planning* equal *functional education for family life planning.*

Dr. Camillo Bonanni

An eminent member of the field of adult education who has devoted much time and thought to functional literacy is Dr. Camillo Bonanni.* As an UNESCO literacy and adult education specialist he was involved in the design of the Work Oriented Adult Literacy Pilot Project in Iran. During a special Seminar session devoted to his views and methods he had developed on functional literacy, he stressed the importance of clear thinking about the terms used to make it possible for those professionally involved in this field to communicate with one another. The terminology of literacy education has undergone changes even in the past four years, and furthermore, there has been a change in specific goals. In WOALPP, for instance, the terminology has progressed from "literacy" to "work-oriented literacy" to "functional literacy" to "functional education." Man is not merely the subject of a functional literacy program but is himself an instrument for development. One of the most relevant goals of a functional literacy program is "a convergence between technological and human development." The adult is both the end and the means; he is the true agent of a functional literacy process. What is needed said Mr. Bonanni, is a "new intuition which could lead to a unity, maybe never attempted before, of economic dictates and ethical values, to be achieved by a revolutionary educational engagement of all the members of a changing society."

The target population of a program of functional literacy and family planning lives in a developmental zone; its ages precisely fixed from 16-45; it is a working population. The method–"the way in which the target is attained"–is through a problem oriented approach. No functional literacy program will solve all of man's problems; specific problems, therefore, must be chosen which *can* be solved by the education process. If the goal or target is to link the educational process with functional literacy to achieve a developmental objective, the problem is really one of consciousness awakening. Forget traditional requirements: primers, readers, the global and analytical approaches to literacy, retention levels, texts. The aim is not to transfer knowledge but to "awaken man to his unlimited capacities," for himself and for the community.

"Functional literacy is considered as an education training approach addressed to illiterate active population groups aiming at accelerating the learning processes. That implies the introduction of technical and socio-economic innovations required by a given development project. It intends to remove problems that can be treated educationally and which impede the implementation of the development programs."

In keeping with this approach, a "value oriented, action curriculum" is called for, very different from the traditional curriculum. First, the general overall objective is chosen and expressed in economic terms. It should apply to economic development and be able to be affected by government intervention. An example of such an objective is given from the WOALPP sugar beet cultivation program: to increase from 13.2% to 14.9% the sugar refined from a net ton of sugar beets. This in turn is divided into an intermediate objective, such as "superficial ploughing." Finally the specific objective is designated, such as, to make rows of the proper depth, or to regulate cutting blades on the plough to obtain the deepest ploughing. The specific objectives must be within reach of the target population. The specific objectives form the curriculum content.

To solve the selected problem, the curriculum will have to include a certain amount of technical knowledge if new principles are involved. We have no

*The author takes responsibility for abstracting Mr. Bonanni's remarks which he was not able to review before being summarized here.

choice but to teach the logical scientific, and technical information needed to do the work required to solve the problem. If we do not give a reason why certain things should be done, the adults will not change their old ways of behavior. Illiterates are capable of understanding these mental processes even when they cannot do a simple math problem.

The aim of this curriculum approach then is to avoid a paternalistic kind of education, to give the illiterate adult skills in how to approach a problem, to try to create problem-solving attitudes. This is to be done by first choosing several problems the adults are facing and then giving them a consciousness so they can approach the problem correctly. In the few class hours the instructor has, the aim is to permit the individuals to take the first step in learning, not to give them the basic language and math skills.

Dr. Bonanni continued with an analysis of the operation.

The program's problem is fundamentally a human one. Therefore, once the problem is identified, one should start to envision with the adults what kind of function needs to be developed to overcome the problem. Adults have never really fully participated before in the design of the curriculum. Ideally, in order to reach them effectively, each operation should be designed with the adults in as close cooperation as possible as to what kind of function should be developed, how to implement the program and what should be known about the problem chosen.

In developing such a program several steps need to be followed. First, the problem is considered; then it is surveyed. Group members are contacted at the individual level. Group leaders are interviewed to examine whether ties exist between the needs felt by the group and the problem already chosen by program planners. Both quality and quantity targets are needed. The quality targets are found during an investigation of the system of community values and its social and cultural patterns. The solution of problems seems not to be at the individual level but tied with community held beliefs. It is therefore very important that these community patterns be identified. When the problem that is impeding development is identified, then the solution, which may be social, cultural, commercial, marketing, agricultural, or specifically educational, is sought.

Language remains the key to this approach, for there is no other way to express ourselves. When you want to transfer a new type of experience, the mother tongue cannot be used. Words to convey the method to be adopted will be new ones and if the type of experience to be transferred is new, so is the language. Immediately the syntactical aspects are different. The adult may well understand the word *rain* in a poetic context, but if one needs to express a measurement of rainfall then the syntax is different and may not be understood. Both the language and its structure will be new. Research should be done to discover basic language patterns and to try to understand the difference between technical language and spoken language. The "touchstone of the functional approach is teaching language . . . to give the newliterates the key for a progressive decoding of any written text." This is based on the principle that "a linguistic structure . . . can be equally understood as a whole if the message which is transferred by it is functional and is already being experienced by the reader." A message will be understood, Dr. Bonanni stated, if it applies to the learner and missed if it does not. Group discussion is held; opportunity is provided to use the words of the new concept; the concept is applied to experience; and, finally, the written expression is given. Relapse into illiteracy has been a problem because literacy has been considered a scholastic exercise to be done in a classroom. It has not been sufficiently understood that language is alive with a spiritual element of one's personality. Its real value is in communication.

In many developing countries a specific approach cannot be used, and therefore, a mass approach is used. A specific approach like this should be reviewed to see what kind of content could be transferred to a general audience. We need to find what are the most important concepts that should be given to all the adults today. We should examine specific problems to discover the new types of concepts which have a wide potentiality of adoption in various situations. For example, a study done in Italy indicated that 90% did not understand the concept of development which is needed and basic to any development program. If we give the illiterate adult each day a principle and its interrelationship with logic and experience, we will give him the awareness that he can solve some problems. For though he may already identify with a problem, the illiterate does not realize he can solve it himself.

Several questions were put to Dr. Bonanni after his presentation. Which of three schools of thought is the most effective: a program for literacy attainment first, content later, which is often the mass approach? a program which was first to communicate a problem, then would be linked with literacy training, which is a select approach? or a middle ground program where literacy was started from the beginning with meaningful content? In response, Dr. Bonanni indicated that several more years of using the problem-centered approach was necessary to test its effectiveness. At the same time he would not rule out other approaches which had different objectives.

The concept of need in the problem-centered approach was what all the educational processes should be geared to. These problems should be defined with adults and put in priority according to their felt needs.

In clarifying the use of the word "language," it was explained that once a skill to be transferred is defined, then one must find the language to help communicate or express what is to be transferred. At first, it needs to be a language of illustration, demonstration, oral expression, and then, little by little, a written message.

These and other issues were further explored in small discussion groups, each including a WOALPP staff member.

CHAPTER III

SIGNIFICANT FINDINGS FROM STUDIES IN LITERACY AND FAMILY PLANNING EDUCATION

An exchange of information relative to research and evaluation studies occupied several sessions. Primary interest among participants, staff and resource personnel was in the kind of research which would be a real aid to program planners. All the issues raised during the Seminar are below in a condensed form as several participants expressed similar views.

Literacy and Family Planning: Is There a Causal Relationship?

The relationship between levels of education and corresponding practice of family planning was the central issue. Does existing data reveal a causal relationship between the attainment of literacy and the practice of family planning? Many studies were cited which indicated that there is a significant relationship. For example, a Turkish study carried out by the Population Institute, Hacettepe University was said to show differing fertility levels according to educational levels. The average number of live born children among illiterate women was 4.2, primary 3.2, after eight years of schooling 2.8, after lycee 2.1, and university 1.4. Educational levels of men were also studied. When a man had more education, the fertility level of the woman and number of live births decreased. In this case, the average number of live born children were for illiterates 4.3, primary 4.2, elementary 3.7, secondary 2.7, and university 2.3. The women's level of education always affected the birth rate more than that of the men. It was therefore suggested that literacy/family planning program efforts should be directed towards the women, the illiterate, the small villages, and the city slum dwellers.

Mr. B. R. Deolalikar of Ahmedabad, India, stated that a study he was involved in showed that as the level of the wife's education went up so too did the use of family planning. He felt that the basic factor influencing the adoption of family planning was, therefore, the wife's level of education. Over 60% of the wives with an educational level up to secondary school or college had ever used family planning. On the other hand less than 30% of the wives among the illiterate to primary school levels had ever practiced family planning. One half of those interviewed disapproved of family planning; of this group 82% were in the primary to illiterate group.

Another Indian study cited indicates that awareness of family planning is increased in areas where literacy classes are held. This was a finding of an UNESCO study which included a knowledge, attitude and practice study (KAP) on family planning. The study was carried out in two time periods, in eight villages outside of Lucknow, India. In the villages where literacy classes had been held, there proved to be an awareness of family planning among 60% to 90% of the population, although the literacy classes in these areas had not even included family planning information.

Others felt there might well be certain other intermediaries and questioned whether literacy has a direct effect on the number of births. Literacy might be only a part of a whole life style which affected jobs, locale, family status, etc., and that this as a whole in turn affected births.

Participants were cautioned about overstating the capacity of literacy, or of any single factor—biomedical or educational—to change fertility behavior. They were also warned about underestimating the time involved, for it is a very long and complex process.

Another participant doubted the necessity of establishing a causal relationship. Since literacy itself is of great value and has long been recognized as the key to development, support for literacy programs should not await further research findings.

Several felt that it was important to establish the nature of the relationship between literacy and acceptance of family planning. They felt that it was an issue that could not be summarily dismissed. Though research has shown the two to be positively correlated, like all correlations, the findings fail to give guidelines for the making of policies, particularly in the determination of priorities. Governments face a large number of conflicting demands on their resources. It would be easier for program planners to compete for these resources if it could be shown clearly that literacy results in family planning acceptance. These facts and estimates could then be used by decision-makers, literacy educators, family planning workers, and woven into teaching materials and motivation programs. In short, researchers are being

challenged to abstract significant findings useful for urgent literacy and family planning programs.

The second argument for establishing a cause and effect relationship is important from research and ontological points of view. The best research is that which can establish cause-effect relationships and the best knowledge is that which pertains to causation of events.

The third argument given is that the knowledge of cause-effect relationships increases man's capacity to control events. Use of this knowledge would allow him to cause the occurrence of events to serve his ends. This was not to suggest that program activities should stop pending the discovery of cause and effect relationships.

The session on studies in literacy and family planning education saw a lengthy and spirited discussion on the relationship between educational levels and corresponding use of family planning. That is, can existing data be used to make correlation analysis to establish a causal relationship between literacy level and adoption of family planning methods?

Again and again the plea was made for researchers to undertake the kind of studies that would provide program planners with some practical answers to justify expenses of a literacy program and of a family planning program. If literacy can make positive contributions to several kinds of programs, then there are possibilities of shared expenses among several ministries. This type of program is being evaluated in an experimental project Dr. Prodipto Roy spoke of in India. Dr. Roy's paper based on the project entitled "Essentials of a Functional Literacy Family Planning Experiment" was distributed.

This is a program which involves the support of UNESCO, FAO, the Indian Ministries of Agriculture and Education, and All-India Radio. In 100 rural districts where High Yielding Varieties Strategy (new grains) is being used, functional literacy is viewed as an input in the process of agricultural development. The program envisages the following objectives: (1) to equip the illiterate adult farmer with necessary literacy skills, (2) to impart knowledge of the improved methods of agriculture necessary for the new High Yielding Varieties Strategy of agricultural development. The expected results of the program are adoption of improved methods of agriculture and increased levels of agricultural production.

This project was expanded to 100 districts in 1971 with a population of 110,000,000, 90% of whom are illiterate. There are 60 classes in a district with about 30 in a class. Thus the classes are reaching about 1% of the illiterate population. Starting next year the project will become triple-purpose. Family planning and population information will be added with the expected result being the adoption of family planning practices and an accompanying decrease in fertility. In sum the benefits of the program are seen to include: (1) the number of literates produced and their increased potential in the labor market; (2) the agricultural knowledge, practice and increased productivity; (3) family planning knowledge, practice and decreased fertility. It is hoped that the increased crop yields will pay for the cost of the other program inputs. The success of such a multi-purpose program makes it much easier to compete for funds from the planning and finance organizations.

During these sessions, obvious differences in interpretation and emphasis emerged. The differences were primarily between the researcher and the action worker, between the educators and the family planners. The literacy educators generally felt that the population people were asking for faster results than is warranted by the last 20 years of experience in social change. While the researcher had made strong pleas for the need for causal analysis, necessarily involving long and careful study, the action worker expressed his need to have some information immediately. He did not require an accuracy level as high as that demanded by researchers. He needed to have some rapid feedback to make tomorrow's decisions.

It seemed that the research of one was not scientific enough for the other. At the same time one could not wait for the "quality" research to be available. One participant warned that this gap will widen. Although this problem was widely recognized, there were no concrete solutions proposed.

Participants were told one of the real fallout benefits of literacy was the change caused in perception of oneself. It can open windows on the world which significantly changes an individual's perception of self and in turn can lead to changes in society. Again a reminder was given of the long-term time frame necessary when talking about social change in norms of behavior. It is important to have a clearer understanding between the family planners and the educators as to what is being marketed and sold in this exchange. The past ten years' experience with family planning programs has indicated that "changes in societal norms, changes in individual fertility behavior begin in the minds of men and not in their reproductive organs." This is where literacy provides a way of getting at the problem.

Motivational Research

It was hoped that greater insight into the complexities of family planning practices and the role of education in family planning might be gained from a study carried on in Esfahan. The Study on Motivation

For and Against Family Planning is directed by Dr. and Mrs. John Gulick, social anthropologists from the Carolina Population Center. It is a longitudinal study, which aims to examine influences on family planning by revisiting the same families over a long period of time. University students interviewed 170 working class married couples, using forms and also freehand field notes, anthropological style. The first visit gathered demographic data, pregnancy records, deaths, contraceptive practices.

Though the data from the Gulicks' study have not been tabulated, there are certain indications. Most of the mothers are under 30 years old and were married at 15 or younger. These mothers in turn have approximately 75 daughters aged 9 to 15. The Seminar was urged to focus discussion on this group—prime targets to perpetuate the cycle of early marriage and prompt pregnancies. The second visit with questions about education, marriage, job ambitions for children, confirmed this. Only a few of the girls are in high school, some in primary; many are drop-outs, and some never attended school. All are waiting for marriage. Many of the parents interviewed felt that a sixth grade education was enough for daughters. Others who did desire high school for their children said the cost was prohibitive. For those finishing sixth grade or attaining ages 13 to 15, there is at present no career or other alternative choice to marriage as soon as possible.

This Iranian situation was corroborated by a KAP study of the Dezful region of the WOALPP project.* It was pointed out that the Iranian marriage law giving sixteen as the minimum age is widely ignored especially in rural areas. As well as can be determined, mothers at 15 years have an average number of 1.36 children. The population problem is additionally affected by a strong preference for boys. By the age of five there are far fewer girls, strongly suggesting that—at best—girls receive poorer care. The result is a scarcity of girls leading the men to choose one early while they are still available. This in turn reinforces the early marriage-early childbirth cycle.

What to do with this situation? Continue as present with early marriage and immediate pregnancy, which in large measure will perpetuate the population problem? Have a crash primary school program? The school program has money difficulties so at least an innovative, highly selective curriculum would be needed. An adult education program? The word adult was defined to mean the onset of puberty since soon thereafter Iranian girls were expected to assume the adult role of wife and mother.

Even if no special linkage has been established between education and a propensity for having fewer children, it would seem obvious to include population education in the curriculum. The very idea of controlling the number of children is a new and important one. As most of those who go to school go only to primary school and marry immediately after, population education must reach them in primary school.

Perhaps a program should be developed which combines teaching functional literacy and marketable skills. Since some findings indicate that cottage industry is not a deterrent to early marriage, these skills must take the women out of the home. A good example of this is the 15 year old teacher at the women's co-op in Esfahan who was formerly a student there herself. Women's jobs outside the home do seem to be associated with lower fertility. The study is considering if such a program in one of the neighborhood clusters would serve as a deterrent to early marriage.

An assessment of task needs should be made. Assess how to introduce women to education and to skills. What are the linkages; is the problem urban as well as rural?

Some evaluators indicated an interest in comparative studies among similar functional literacy programs to accrue any benefits found to be transferable. Mr. Miroslaw Bazany, Head Evaluation Specialist for WOALPP Esfahan, had prepared a paper entitled, "Suggestions On a Comparative Research Study of Factors Influencing the Effectiveness of a Family Planning Functional Literacy Program." The paper was presented by Mr. Brazany's colleague, Mr. N. A. Kaufman.

Several suggestions were made for a study to evaluate in a comparable way factors which contribute to or impede the effectiveness of such programs. It was suggested the study be undertaken in countries where a certain common cultural circle existed. Among several hypotheses proposed for study were: (1) the demographic characteristics of people exposed to programs which might be considered as invariants; (2) optimal carriers of family planning information; (3) the link between socio-economic development and functional literacy. It was hoped such a study could determine which factors were invariant and which were specific. If invariant factors were found, this could facilitate application of programs and perhaps reduce costs of materials preparation and teacher training.

*Demographic Characteristics and Interest in Participation in Functional Literacy Courses, Dezful, Evaluation Studies No. 1, WOALPP, Iran.

CHAPTER IV

PRODUCTION AND USE OF MATERIALS AND TEACHER TRAINING

The materials for literacy classes, written and audio-visual, and the training of teachers for those classes are the core of any literacy program. To enable all participants to benefit from knowledge of some major ongoing programs several panels were formed.

The Seminar heard from distinguished leaders about their respective programs. On the panel concerned with materials, each respondent was to give the technique of his program's literacy approach, what process was used to develop materials for the literacy classes, and an example of actual material the students were learning. Representative materials from these programs were on display during the Seminar, along with materials from Literacy House, Lucknow (India) and the International Institute for Adult Literacy Methods, Teheran (Iran).

Iran

Family planning literacy sequences, four for women and two for men have been developed by the WOALPP Esfahan project, and the Esfahan Communications Project under the Department of Health. The materials were distributed to participants and then explained by Mrs. S. M. Nouri, WOALPP staff, and Mr. Robert Gillespie of the Communications Project.

The technical content was prepared by specialists from the Health Department. Guidelines on techniques of communicating the problem of population growth, the rationale for a small family, and instructions on contraceptives were derived from the findings of the Department's Communications Project. A survey of knowledge, attitudes and practice about family planning had been undertaken at the beginning of the Communications Project. Twenty persons in the Esfahan district record daily what they see and hear pertaining to family planning. All the communication messages were pretested for their impact. It was discovered most of the information was not understood or had little impact. The findings indicated that most people wanted to know how to space or stop having children, and about the safety of contraceptives. Further discussion of population had to be made relevant to the level of the individual, the couple, and the community.

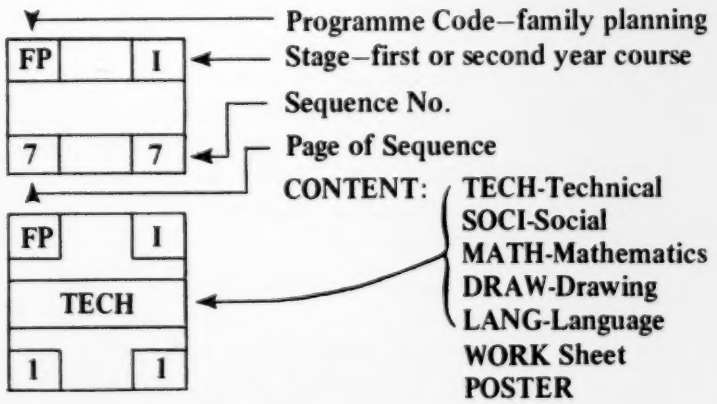
Based on this information the family planning content was geared to the self-interest of the adult student in the class. They were written to accomplish three objectives:

1. to develop an awareness of population growth and how it affects the lives of individuals, couples and the community;
2. to have couples fix an ideal size with emphasis on the 2 or 3 child family;
3. to explain all the contraceptives and stress the more effective methods.

The family planning sequences developed follow generally the same approach as the other WOALPP literacy sequences. As an example, some of these materials are included in Appendix D. First there is the Family Planning Curriculum Outline–Women. This notes the overall subject, the topic for each of the four sequences developed, and finally the topic to be covered in each day's session. Next follows the Family Planning Programme. Then there is the Instructors Plan for Didactic Sequence Development, a teacher's daily lesson plan. Finally, one entire sequence has been appendixed–Sequence 1-for Men–The Population Problem. Inclusion of the actual materials will provide the clearest explanation of the approach used.

Each sequence has five components: technical, social, drawing, mathematical, and language. The upper right hand corner of each page gives the key to its content. Below is an explanation of the key:

Designation of Material in Family Planning Program



After the technical content was prepared it was then given to a team of specialists, one each in math, science, and social science. The team determines the subject content for each sequence. A sequence is the equivalent of one week's program of five class sessions. The family planning sequences were written to be presented after all the Farsi letters and sounds had been learned to facilitate comprehension of these new concepts.

Once the technical content has been put into the form of literacy sequences it is then reviewed by the technical specialists. Afterwards material goes to the Lexigraph Section and then to the Visual Aids Section for suitable graphic materials, primarily posters, to be produced.

The sequence technical information to be taught is given first, followed by social and economic content. The language sections are considered the most important parts of the weekly program. The last task of the week is the work sheet. Some free time to use as the teacher sees fit is included each week.

Several techniques are used to evaluate the family planning sequence. In class all married students are given number coded leaflets. The leaflets describe the contraceptives and give the location of the clinics. Students wanting to practice family planning are told to take the leaflets to the clinics. At the end of each month when the leaflets are collected, it can be determined how many men and women accepted family planning and from which literacy classes.

A random sample of teachers are asked to determine change in knowledge, attitudes and practice of family planning. Before and after the sequences begin they interview all students in their class over 14. After the sequences are completed they determine the effect the sequences have had.

All teachers are asked to describe how the sequences can be improved. After the analysis of the sequences is completed they will be revised for the next year's program.

Pakistan

Mr. Ghulam Hussain presented the program developed at the West Pakistan Agricultural University, Lyallpur. As four-fifths of Pakistan's illiterate population is village-based and agricultural, all of their adult education programs have an agricultural bias and are based on the needs of the farming communities. Their program to link literacy and agriculture has three phases: (1) neo-literacy, (2) functional literacy, and (3) vocational training.

At the neo-literacy stage the illiterate adults learn basic literacy skills during a six-month course. The course includes reading, writing, essential math, and general information on subjects immediately important to rural adults: agriculture, cottage industries, animal husbandry, citizenship, religion. Teaching is done through lectures and other media, such as film shows and organized recreational programs related to the development programs. A test must be passed at the end of the course to gain admittance to the functional literacy course.

Although the length of the functional literacy course is adjusted to the specific groups involved, the course usually lasts about a year. This is the length of time considered necessary to develop those characteristics of a functional literate—a certain maturity, independence, and duration in the use of literacy skills. The course includes reading simple graded follow-up books on various subjects, newspapers and magazines, writing letters and applications, visits to farms and experimental demonstration centers, keeping farm and family accounts, and elementary religious teachings.

Vocational training courses have been set up to dovetail literacy work with improved specific skills and thereby increase the farmers' productive capacity. The university has created a Department of Short Courses which has in turn organized 74 short courses in various fields of agriculture.

To insure that functionally useful materials were developed, a basic Urdu vocabulary of 1,200 words was compiled. The three primers, all prepared with the same format and using the analytical approach, provide a total of 300 of the most functional words in everyday language. The first primer is limited to 30 words. From the beginning the key word is introduced, an agricultural word with an illustration. Then the word is analyzed into its component parts. New words are then put into several sentences. The whole primer has seven lessons including a review every two or three pages of all words learned up to that lesson.

Three illustrated readers were produced to develop the neo-literate's ability to read any material written in the 1,200-word vocabulary. They tell the story of a literate progressive farmer and introduce the other 900 words of the restricted vocabulary. To try to develop comprehension they include some exercises—questions to answer or blanks to fill in.

A series of follow-up literature in the form of extension bulletins has been published, also written within the 1,200 basic words. One hundred are available now and the program eventually hopes to have 300.

Follow-up materials for new literates have been a crucial factor in any literacy program. Without them, there is a certain relapse into illiteracy. Even if they are produced, the distribution of these materials has been a major difficulty. The Pakistan program has developed a "Farm Library Scheme." Farmers are

encouraged to become members by paying an annual subscription of five rupees. One bulletin is sent to each member every week. In case of loss, the member needing a second copy sends his library card to the University; the University makes a notation on his card and sends a second copy free. The Scheme enables the farmer to keep his own library at home. There are currently 550 members in various parts of Pakistan. The same approach has been used to develop materials for women, including three primers, three readers, and bulletins on aspects of home economics. A paper on the program was distributed entitled "Functional Literacy Programmes at West Pakistan Agricultural University, Lyallpur."

Turkey

The literacy program used in the Turkish army was explained by Mr. Turhan Oguzkan, who was involved in its inception. The program, which began in 1959 after a year's preparation, is administered by the Ministry of Defense with the cooperation of the Ministry of Education. The unique feature of this program is having a captive audience to work with for four months of the time they serve in the army. During the 500 hours of the intensive program the men do nothing else but study Turkish, math, citizenship/health, physical education and agriculture.

The conscripts are divided into three ability groups. Elementary teachers doing their military service teach the classes in six centers, each with a commander and elementary school supervisor.

Special materials were produced—the Turkish books are a combined primer and reader with pictures. There is a separate book for math, for health/ citizenship, a workbook for writing, and a teachers' guide for each series. In addition there is a series of 40 supplementary reading books. An additional 60 books were developed in various specialized subject areas. Both these and the supplementary readers are used also in civilian classes. Several of these books were displayed for participants.

During the preparation of the materials, a basic vocabulary list was developed and some experimental classroom teaching was carried out to test the materials. The global approach used starts with the complete sentence being given to the student for him to understand as a whole and learn to read with a natural speed. Only a few whole sentences are learned by sight. Later the sentence is analyzed into words; the words are used to make new sentences in class and in the workbook. Then words are analyzed by syllables and the students are taught to manipulate these syllables to form new words. The approach tries to develop a habit of reading for meaning and of attacking words unknown by sight. The first book is small and limited to 80 words so that the frequently repeated words can be learned by sight. The second book includes the first 80 words and 100 new ones. The books are coordinated with basic text material.

The program had an intensive evaluation after the first year, including on-the-spot observation and questionnaires for students and teachers. Now the evaluation consists primarily of looking at the test results. There has been about a 70% overall success.

Philippines

Two other approaches to literacy materials presented were developed in World Education sponsored projects. This report only summarizes them as a detailed account may be found in the "Report of The Bangkok Consultation." The Philippine Rural Reconstruction Movement project in literacy/family planning education began in July 1970 and the materials have been in use since September in eight pilot barrios. Until this point the PRRM and the formal school system had used the traditional syllabic method. In designing this new project they made use of various findings gleaned from their 18 years of experience. The pilot project is based on two principles, relevant materials and the right system to use them, which are termed "the lead sentence approach" and the "neighborhood approach." Papers on both were distributed. In preparing the materials these factors were kept in mind: 1) they must be simple to read, 2) present one idea at a time, 3) be practical, in that they deal with the way of life of the people, 4) have a memorable message, and 5) be economical to produce.

The first phase in preparation is a study of the target population, the productive parents, and their customs, needs, experiences, and geographical location. From this knowledge of the community's thinking, problems and aspirations, lead sentences are formed. Every lead sentence relates to the chosen subject matter which in turn was derived from discussions with the learners. Thus every lead sentence is the consensus of the learners and is composed of words expressed by them. The lead sentence is, therefore, a "visualization of concepts" which must be linked with their way of life and must lead to an action. As time is very short with this volunteer audience class time must be spent on the solution of problems already recognized.

The second phase in developing materials involves selection of words for the lead sentences. These words are chosen for their ability to convey intense meaning, capacity to include basic sounds of the Pilipino language, and ability to lead to formation of new words.

The third phase of the method is the production of the teaching materials.

There are two literacy courses, one on basic literacy for illiterates and a second functional course for new literates. Classes meet two hours a day, five days a week for five months. The materials developed include reading content sheets, which are in both prose and poetic form, seat work and writing sheets.

A typical PRRM lesson begins with the presentation of a picture or situation within the experience of the learners which is presented to stimulate discussion. The teacher tactfully leads the discussion to guide the students toward the purpose of the lesson. When the lesson subject involves health, sanitation, and family planning, a specialist is often brought in to aid the teacher. From the discussion, the teacher directs the attention of the learners to the reading of syllables. A set of syllables is to be studied every day. These syllables are found in the story written about the picture/situation. Through use of flash cards, pocket charts, flannel boards, or other devices, the participants are drilled on the reading of syllables. Once the syllables are mastered they are guided in the formation of words and from words to sentences, building from the syllables mastered. The teacher tries to lead them to form words which will be used in the story to be read. This eventually leads to the reading of the story.

Even when materials are available, there has remained the problem of getting the materials to the target population. An organized receiver trained in their use is needed. The PRRM literacy program is experimenting with a new system termed the "neighborhood approach." For advanced classes, Neighborhood Councils are being formed in the pilot barrios. A Council would consist of about 10-15 people and would hold regular meetings to discuss topics chosen by them. Meetings should be at least once a week, perhaps more, and would be held for a fixed time during the evening. Topics for discussion are being collected by PRRM for each month so that appropriate materials can be prepared. Materials on the chosen topic would then be handed out to be studied and discussed. Councils are encouraged to bring in a specialist on the topic. A leader for the council who is a literate resident of the barrio is chosen by the participants. He is trained in leadership techniques in special in-service training sessions organized by PRRM.

The PRRM will prepare these subjects in a conceptualized form using the lead question approach. Problems are presented in question form to initiate dialogue leading to critical analysis of the issue and possible solutions of the problem. A picture illustrating the concept is used as the point of departure. The concept is printed on the other side of the sheet and is followed by thought-provoking questions to be discussed by participants. This technique is now being tried out with a controlled set of groups under joint PRRM-World Education sponsorship with special emphasis on family life planning education and with a second set of groups under PRRM sponsorship where the subject matter is submitted preferences of the participants.

Thailand

The Thailand Department of Elementary and Adult Education began a pilot project in functional literacy and family planning a year ago. The project, which is also sponsored by World Education, is based on two premises: 1) The teachers for literacy classes are primary school teachers; teaching adults is not their full-time occupation, and their low salary levels do not further inspire them to become better teachers of adults. Thus the abilities and time of the literacy teachers are limited. 2) The materials should relate to their daily life, provide information for its betterment, and change their attitudes so that this information will be put to use.

To develop these materials the project team visited the two provinces where the classes are to begin this year. Here villagers were interviewed to determine what subjects were important to them and what they knew about them. The team spoke with villagers about occupations, cooking methods, housing conditions, child-rearing practices, beliefs and attitudes. They also took photographs depicting these topics. The curriculum content was developed from this baseline survey, by an interministerial committee. The materials relate to four areas: agriculture, health and family planning, financial home management and civic responsibility.

The concepts for these basic four subject areas have been put on a series of reading cards. These cards replace the traditional primer, which was thought to discourage a learner by confronting him with many unintelligible pages. This approach to reading gives to the new student an empty loose-leaf binder and only his first lesson card on the first class day. He is given new lesson cards as he learns them in class. Thus he can see his own progress, and the gaps that would arise if he missed class, thereby motivating attendance.

The card series includes content cards for reading and writing, exercise cards, and seat work cards, arranged in lessons covering related concepts. A content card has a picture on the front side with a key word or words underneath. The reverse side of the card contains a "programmed" text. That is, the text is to carry further the discussion initiated by the picture on the reverse side of the card. The text contains some blanks to be filled in; the appropriate response can be immediately checked by uncovering the

answers at the side of the text. The programming aspect allows students to progress at their own pace. The Thai programming is modified in that reinforcement of concepts is a part of the informational text rather than in a separate question and answer section.

The principle of the materials is to change attitudes with a minimal reliance on teacher preparation to do it. There is, however, a Teacher's Manual which uses the same method to familiarize the teacher with the new approach. The approach to reading is a global one which begins with an idea expressed by a picture and relies heavily on discussion of it. Discussion is expected to be interesting to the learner as the picture relates to his immediate experience. After discussion the paragraph of text is presented followed by individual sentences, and finally key words. Even if the adults do not attain a literacy level which permits them to actually read, they can read the material in the sense that they have memorized its information content or recall the discussion through the photograph.

Though the Thai materials were pre-tested in several classes, the real field test of the materials is to begin shortly.

The Crusader: Do-It-Yourself Filmstrips

The contribution of audio-visual aids to learning is well known. However, in development projects, which are often in rural areas, practical field use of this equipment has generally proved difficult. A special demonstration session was given by Dr. Sanford Danziger on a new inexpensive battery operated projector called the Crusader.* Problems of trained personnel, limited materials, electricity, mechanical difficulties, and portability are virtually eliminated with this projector. It is unique in the large variety of materials it can project and in the variety of power sources it can run on. Several of its uses were shown in a filmstrip on projection techniques. It takes any sort of slides and filmstrips. Do-it-yourself filmstrips are possible as the Crusader can project hand drawn images on plastic which is then used like a regular filmstrip.

The other great problem with audio-visuals, the materials themselves, can also be answered. Often they are too expensive and made too far from the point of use to be relevant. In a small group training session, Dr. Danziger gave to each country group one kit of the materials needed to make their own filmstrips. They were shown how filmstrips could be made from strips of polyvinyl or acetate on which pictures are drawn with India ink, or felt tip pens. Other ways to make filmstrips include sealing slides onto the plastic, use of office copy machines to mass produce drawn filmstrips, or lifting of pictures from clay-coated magazines.** An extended discussion may be found in the Report of the Bangkok Consultation.

The do-it-yourself filmstrip and the Crusader projector make a highly portable inexpensive package. A 10 to 15 minute projection costs about 5¢ with batteries and a self-made filmstrip about 4¢. A sound component may be added with a battery powered tape cassette recorder. It is then possible to "package" the best local educators for viewing in other areas. This is analogous to what is done with the best teachers on educational television. It is possible for this system to be used at every program level. Conventional filmstrips can be produced nationally, copy machine produced strips or photographic slides at a regional level, and hand drawn or traced strips at the local level. The cost factor can be tied to intended use without loss of relevant materials for a program. As the cost of the projector, depending on quantity ordered, is between $8 and $15 U. S. it too can be made available at most program levels.

Persuasive Puppetry

The educational uses of puppets were the topic of another small group session. Mr. Keehn introduced World Education's publication, *Puppets and Population*, written by Bil Baird. The viewpoint of the book is the ability of puppets to communicate directly information that may not be accepted if it were to come from another individual. It is perhaps easier to accept a new idea if it comes from a trusted source. Literacy House, Lucknow India has long used puppet plays with educational themes, including family planning. It was the setting for testing the play included in the book. With the guidance of Bil Baird, Turkey developed a puppet play using their traditional puppet characters, Karagoz and Hajivat. To a well-known play they added family planning information. The play was presented at the Izmir Fair to a total audience of 15,000. A follow-up evaluation of 900 people indicated varied reactions but many did remember something about family planning content and felt it was an acceptable subject for the puppets to discuss. The script has now been reworked to include more family planning information and to make the message clearer. The Turks are considering filming the puppet play for use with mobile van units.

No conclusions were reached from the discussions on the effectiveness of a filmed puppet play as opposed to a live one, and whether puppets would be an effective medium of communication in a country without a strong puppet tradition. The problem of portable equipment and stage was raised. It was

*For Crusader product information write: ESB, P.O. Box 8109, Philadelphia, Pennsylvania 19101, U.S.A.

**The Visual Aids Kit, Tracing Manual, Communications filmstrips and accompanying booklets are available from: World Neighbors, 5116 North Portland Avenue, Oklahoma City, Oklahoma, 73112, U.S.A.

pointed out that *Puppets and Population* included detailed drawings on how to make such a stage.

Teacher Training

Informal methods of teacher training occupied the participants during another session. The session itself used informal techniques whereby a group of experienced teachers engaged in a "leaderless discussion" on teacher training methods in adult education.

Sitting at a round table in the middle of the plenary session the group covered such topics as: should teaching methods be student centered or teacher centered? should students pursue their own learning schedule? should we define what students want to learn, rather than what the teacher wants to teach? what is the meaning of informal education? can one identify needs of students? do students know their needs? when, where, and why should we use informal methods?

One of the experts stated that he considered teacher training to be a professional task and that the word "informal" had an unsettling connotation. Another felt that old methods were not very effective and that experience indicated certain qualities which needed to be encouraged in teachers using informal methods. These teachers need to be alive to new ideas, to improvement, alert or able to think, active or able to do and participate, adaptable, and aware. Still another participant said that the teacher when participating with the students functions as a gatekeeper to open discussion, an opinion giver, an opinion seeker, and a consensus taker when summarizing discussions.

It was generally agreed that the formal or traditional methods of lecture and practice teaching were the ones being widely used. As new techniques, such as role-playing or simulation, were being accepted only on a limited basis, experience in new methods with adults was limited.

It was proposed that instead of the terms "formal" and "informal" one could use "teacher-centered" or "student-centered." In a student-centered approach the students would be involved in the total process of education, from setting goals to planning methodology to evaluation. They would actually come to design the curriculum. An important effect of this approach was the strong enthusiasm on the part of the students which helps give the program a positive momentum. It was admitted that a teacher must be well trained to be able to use these methods effectively, and in fact needed experience using them before facing his first class alone.

Others felt that the teacher should be given a precise chronology to teach, and that their trainers should meet with them to discuss their problems and leave them some choice in when to apply more informal techniques. Perhaps a teacher principally used to teaching children needs more guidance, rather than less. The more authoritarian methods used with children and their automatic respect will not work the same way with adults. In their new role, teachers of adults need some very basic guidance. They need to be given suggestions, demonstrations, and answers to possible questions that might be asked particularly in remote areas where it is not always possible to find resources with the answers.

It was generally agreed that informal methods, such as discussions, were made more effective with guidance, thereby causing more education to take place. Teachers need to know how to direct students to where answers can be found.

Why do formal methods continue to be used? There is a tendency to teach as one was taught. The materials a teacher receives tends to force them to continue in the traditional fashion. To use new methods would require a change in teacher training and in the materials for class use. The complaint was made that the teacher educator himself is a problem. He will give a lecture on new methods but lacks the courage to use them himself. From the teacher educator down to the teacher, it needs to be realized, it is not what the teacher says that is so important as what the student learns.

CHAPTER V

COUNTRY REPORTS

The development of feasible demonstration projects was the principle objective of the Seminar. A major portion of the Seminar was devoted to the projects, about six working sessions and two in reporting to the plenary session. Several documents were prepared to aid in development of projects. First, participants had received the Pre-Seminar Questionnaire requesting the kinds of fundamental information about family planning and literacy programs that participants needed in order to design a project. At the Seminar, participants were given a six-step procedure to guide them in developing their projects. As an additional aid a paper by Dr. Generoso Rivera, "Program Planning and Evaluation," was distributed.

Each country team had an assigned resource person to give what assistance he could. The entire staff and resource personnel were available on request to aid in planning any particular portion of the proposal. Virtually all activities of the Seminar were geared to promoting background knowledge, exchanges of information and ideas to enable each country team to submit a tentative proposal at the end of the Seminar.

A draft of each country team's proposal was reproduced in full and given to all members. The reports were presented in plenary sessions after which a small group of resource personnel responded with critical observations and comments. Other participants raised questions as well. At the close of the Seminar a staff member from World Education met with each country team to discuss what steps to take next relative to the project proposal. This might have been how to finalize a draft of a project proposal, or to obtain the necessary official approvals, or even to implement parts of the project. These discussions included provisions of financial and consulting aid from World Education and other organizations.

Most presentations began with a review of the current status of literacy programs and family planning programs. Each country had given this kind of report at the beginning of the Seminar. These reports had made it evident that the four participating countries were at widely differing points in development of a functional literacy/family planning program. The Pakistan group spoke of the well established national family planning program on one hand and on the other, indicated that no national literacy program has been in effect. What did exist was being run primarily by small private groups, several of which were represented at the Seminar. As of 1970 adult education became a part of educational planning for the first time. In developing a tentative project proposal the team stressed that government authorities had not yet been consulted, therefore, the proposal was very unofficial.

The Afghanistan proposal had benefited from the India Workshop. Since then the UNESCO functional literacy project has been integrated with the Agricultural Credit and Cooperatives program, assisted by SIDA. This has clarified the status of the local programs and enabled the country team to make a realistic assessment of how a family planning component could be added to the ongoing functional literacy project.

The Turkish team had spent the year since the India Workshop finalizing a project proposal, obtaining official approval and funding. During the Seminar the team distributed a background paper on the extensive literacy programs and newer family planning programs. They spent time examining the Turkish proposal, concentrating primarily on recommendations for implementation.

The Iranian team was a heterogeneous one, composed of representatives from the two major Iranian literacy programs, the other ministries with an interest in literacy programs and the Ministry of Health. For this reason, plus the fact that Iran already has two major programs which have realized several marks of success, the team focused its efforts on broad issues of national policy.

The proposals which follow have been abbreviated to present the essence of the proposal. In most instances, budgets, staffing, organizational details, and phasing were deleted in the interest of conserving space. No content has been changed, however, and they are otherwise reproduced as formulated by the country team.* It should be emphasized again that all of these drafts are unofficial and tentative proposals. They are included here as suggestive of the kinds of proposals that such a Seminar as this can produce.

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*Those desiring copies of the entire proposal made by a country may write to World Education, 667 Madison Avenue, New York, N.Y., U.S.A.

DRAFT PROPOSAL

INTEGRATING HEALTH AND FAMILY GUIDANCE EDUCATION WITH THE ON-GOING FUNCTIONAL LITERACY PROJECT IN AFGHANISTAN

Background

On 10 October, 1970, a plan of operations was signed by the Government of Afghanistan and the United Nations Development Programme integrating a Functional Literacy Project, assisted by UNESCO, to the on-going PACCA (Planning Agricultural Credit and Cooperatives in Afghanistan) programme assisted by SIDA (Swedish International Development Authority).

The FLP (Functional Literacy Project) covers two rural regions and concerns about 15,000 families: the Koh-i-Daman region, (grape growing area), and the Baglan region (sugar beet, cotton, wheat, potato, etc.).

The aim of the FAO project is to develop economically these two regions through cooperatives, extension and credit facilities.

The aim of the UNESCO project (which is one of the 13 Experimental World Literacy Programmes) is to give greater occupational and vocational competence to farmers through 3 R's and training in agricultural skills and improved practices.

Proposal

It is now proposed to add the Health and Family Guidance component to the above mentioned on-going Functional Literacy Project for men and to introduce for the first time an integrated programme of functional literacy and family guidance programme for about 2,500 women and girls in Koh-i-Daman and Baglan regions..

The above programme will be conducted as a pilot-project on experimental basis. Depending upon the results of this pilot project, the programme may be extended to other areas during the Fourth Five Year Plan (1972-1976).

Objectives

The objectives of the project will be as follows:

a) To integrate the Health and Family Guidance component with the on-going Functional Literacy Programme for farmers.
b) To introduce and develop an integrated functional literacy and family guidance programme for women.
c) To prepare and produce reading, audio-visual and follow-up materials for functional literacy classes.
d) To train literacy, health, and family guidance workers and supervisors in adult education methods, techniques, and applications.
e) To develop research and evaluation programmes with a view to testing the effect of the functional literacy programme in terms of increased productivity spacing fertility and KAP (knowledge, attitudes and practice).

Administration and Organization

The overall responsibility for the integrated pilot-project on functional literacy and family guidance planning will be that of the Ministry of Education which is already conducting the Functional Literacy Project.

With a view to ensuring inter-ministerial cooperation between the Ministry of Education and the Ministry of Agriculture and Irrigation, there already exists a Coordination Committee for the on-going Functional Literacy Project. With the addition of the Health and Family Guidance component into the existing programme, it will be necessary to enlarge the committee by bringing in representatives from the Ministries of Public Health (Health Education Dept., Public Health Institute) and Information, Family Guidance Association and Afghan Women Society.

The main function of the Coordination on Committee will be to define the over-all policy, to approve the programme of operation, and to be responsible for the provision of necessary facilities in terms of staff and equipment for successful implementation of the project. The Coordination Committee will set up functional sub-committees for specific purposes, as and when needed.

Health Centres and Family Planning Clinics

For integrating the health and family guidance component into the Functional Literacy Project, it is necessary to review briefly the existing and proposed medical facilities in the regions of Koh-i-Daman and Baglan.

There already exists a Health Centre at Mir-Bacha-Kot which is the capital of the Koh-i-Daman region. The

Ministry of Health is going to attach a Family Planning Clinic to this Health Centre during 1971. It is also proposed to set up four Health Sub-Centres in Koh-i-Daman region with a view to integrating the Health and Family Guidance Programme with the on-going Functional Literacy Project.

In Baglan region also, there already exists a Provincial Hospital at Baglan and 6 Health Centres at district level with family planning clinics attached to them. It is proposed to attach one family planning clinic in Pul-Khomri to the Health Centre in 1971. More clinics may be added as and when needed.

The health and family guidance aspects of the integrated Functional Literacy Project will be planned and implemented jointly by the Family Guidance Association and Public Health Institute (H. Ed. Department), Ministry of Public Health.

Afghan Women's Society

The Afghan Women's Society (AWS), which is a semi-government autonomous organization concerned with social-cultural and educational activities, is already engaged in the programme of functional literacy for women with accent on literacy and handicrafts.

There already exists a sub-centre of AWS at Parwan. It is proposed that AWS may set up one more sub-centre at Mir-Bacha-Kot in this region.

In Baglan region also AWS has got one sub-centre. It is proposed that AWS will set up one more sub-centre in this region.

The experience and services of AWS will be utilized by the Ministry of Education in the integrated programme of functional literacy and family guidance education in the two regions of Koh-i-Daman and Baglan. The ultimate responsibility for the Women's programme in the integrated pilot project, however, will be that of the Ministry of Education. The programme for Women may then be extended on national level under the auspicious of the Afghan Women's Society.

Time Table

(At this point a detailed time table is given on how the objectives will be reached.)

Development of Content

For the training of adult-educators in health and family guidance education a tentative course content has been drawn up. The details of this are set out in Appendix I. It is proposed to cover this course in eight units over a period of 40 hours. The main objective of the course is to acquaint the adult-educators with major concepts and methods in health and family planning. It may be emphasized that the teacher will not be concerned with the application of contraceptive methods and techniques; this will be the responsibility of the family planning clinics and health centres.

The contents of health and family guidance education for adults will be determined by a committee of specialists drawn from the Ministry of Health and the Ministry of Education. The sequence of contents, their presentation and integration with the on-going functional literacy project will also be determined by these specialists.

Research and Evaluation

The importance of research and evaluation for this pilot project cannot be over-emphasized. A base-line survey will be undertaken in June-August 1971 and the data analyzed in September-October 1971. The evaluation of the project will be done in May-June 1972.

The main objective of this research and evaluation programme will be to determine some reliable and valid indicators in terms of increased productivity, spacing fertility and behavioral changes in terms of KAP (knowledge, attitude and practice).

It will be necessary to secure the services of a consultant in designing the survey, guiding the analysis of the data and in evaluating the programme.

Budget

(A detailed budget is presented)

RESOLUTIONS OF THE IRAN COMMITTEE

The resolutions have been submitted at the Seminar on Functional Literacy and Family Planning Education. With the blessings and support of His Imperial Majesty the Shahenshah Aryamehr the development of education has high priority in Iran. We the delegates of both governmental and non-governmental organizations in Iran recognize the necessity of expanding the concept of family planning education. Education is one of the foundations for the White Revolution. We the delegates from Iran therefore recommend the following resolutions:

1. There is a significant relation between the national education program and family planning. Although we acknowledge the educational activities in Iran as one of the best, we believe a more expanded and dynamic program will be needed for mass education.
2. The committee recognizes the responsibility of all governmental and non-governmental organizations in expanding both family planning and educational goals.
3. The committee recommends the establishment of an active coordinating council for both literacy and family planning programs. This council should be in the Ministry of Health and responsible for planning and administering programs.
4. The committee recognizes the beneficial role of various ministeries such as Education, Defense, Land Reform, Labor, Health and organizations such as the National Committee for World Literacy Program, Women's Organization, and Red Lion and Sun, etc. therefore recommends the Council be composed of representatives of these groups who will design a literacy/family planning action research program.
5. The committee believes the organizations represented on the council should prepare suitable reading materials for rural and urban workers in accordance with their vocational interest. The materials should be edited and printed by the National Committee for World Literacy Program.
6. The Committee recommends that all text books in Iran for elementary, high school, college and literacy classes should include reading material on population and family planning. This material should take into consideration the traditions and culture of the students.
7. The Ministry of Labor has begun the instruction of laborers on family planning by doctors, social workers and midwives. The Committee recommends the expansion of this program nation wide for all laborers.
8. The Cooperative System will soon cover all farmers. There will not be a division of land into small and unproductive plots as both labor and resources will be pooled in a collective effort. The rural literacy classes should combine the concepts of cooperative farming and family planning instruction.
9. This committee recommends at least one column in each issue of the paper for new literates, Rouse Now (New Day), be used for subject matter pertaining to family planning. All publication should have family planning content provided by the Training and Education Center for Family Planning.
10. The Training and Education Bureau of Family Planning Division in the Ministry of Health is responsible for studying the textbook materials. Present contradictions in content should be omitted and revisions made.
11. The Committee recognizes the importance of Mass Communications as an effective tool in spreading information on family planning and recommends the Ministry of Information utilize all its Divisions to promote family planning education.
12. The Committee highly recommends that all teacher training courses include population and family planning education at all levels.
13. The government should provide an opportunity for the young generation, especially the Revolutionary Corps, to participate in marriage counseling courses.

DRAFT PROPOSAL

FUNCTIONAL LITERACY FOR LIFE IMPROVEMENT

A Tentative Proposal for a Demonstration Project in Pakistan

Introduction

Two of the biggest problems of Pakistan are illiteracy and a high rate of population growth. According to 1961 census of Pakistan, out of every five persons only one was literate. At the same time one child is added in the total population in every seven seconds. These problems pose a serious threat to Pakistan's socio-economic development. The planning commission of Pakistan expressed a great concern about these problems. The fourth five-year-plan (1970-75) suggested a two-pronged attack on illiteracy, that is by universalization of primary education and initiation of a nation-wide adult literacy program.

As regard to population problem, the Government of Pakistan is already well ahead on a national family planning scheme and a fund of rupees 695 million is allocated for the purpose during the fourth five-year-plan.

At the moment both of these problems are being tackled separately at various levels of operation. Adult literacy programs are still being run mostly voluntarily and a large scale government participation is yet to take shape during the fourth five-year-plan period. Some funds have already been allocated by the government for the purpose of starting experimental projects in the field of functional literacy.

So far adult literacy programs of various organizations have not fused family planning education component in their schemes, although they have many other elements of cooperation such as agricultural, health education, civics and social education and environmental education etc.

A number of government departments at the national, provincial and local levels have developmental programmes in the areas of health, family planning, agriculture, cooperatives, etc. Relevant policies and procedures of these programmes will be kept in view while developing the integrated approach in the Functional Literacy Project.

This approach to functional literacy will serve a two-fold purpose: (a) the Functional Literacy Project will support and reenforce other national developmental programmes:; and (b) it will be possible to get optimum assistance and cooperation from the relevant departments and agencies in the implementation of the various phases of the Project.

In view of the above facts, it is proposed that an experimental project be launched with the following overall objective:

Overall Objective

To plan and implement an integrated program of functional literacy designed to meet educational needs of illiterate adults with the respect to family planning, health, occupational skills, recreation and civics life, for the purpose of demonstrating the feasibility and effectiveness of such a program to serve as a model for future expansion.

In order to achieve the above objective the following steps need be taken:

1. Set up an organization.
2. Develop curricula, materials and techniques required for an integrated functional Literacy Program.
3. Train all categories of personnel.
4. Set up a concommitant research and evaluation program.

Scope of Project

The project is designed for a minimum of 30,000 population of illiterate men and women of the age 15 and above in the rural and urban areas of Lahore and Lyallpur districts of Pakistan by the 30th June of 1975.

Development Education Centers

Centers shall be operated separately for men and women in the rural and urban areas. Existing school buildings or community centers shall be used. Each center will be under the charge of an instructor preferably employed on full-time basis. He shall enroll fifty participants and shall give them instruction in two or three shifts of one and a half hours duration each. The size of each class shall not exceed 30 in any case but the number of shifts and timing shall be determined on the basis of convenience of

participants. The participants who shall successfully complete a full course of 40 weeks, shall be awarded a certificate of graduation.

Instructional Programme

The instructional programme of the Project will include literacy training linked with education in family planning, food and agriculture/industrial vocations, health and nutrition, home making and citizenship. A brief description of major outcomes of the programme with regard to the various components is given in the following paragraphs:

Literacy

The adults shall be able to do the following at the completion of the course:

1. To score at least fifty percent marks on the final tests based on the curriculum.
2. To read functional materials in simple language available in the market.
3. To read and write simple letters according to his needs.
4. To keep records of his transactions.
5. To write work plans and memoranda of events.
6. To use simple counting, addition, subtraction, multiplication and division in his business.

Family Planning Education Objectives

The specific goals of family planning education integrated in the functional literacy course will be set within the broad outline of the curriculum for the participants.

At the completion of the course the participant will be able to:

1. identify the causes of population growth;
2. identify the problems resulting from high population growth in respect of (a) individual (b) family (c) community (d) nation (e) world;
3. identify advantages of a small family size;
4. show his awareness and knowledge of the process of reproduction in simple lay-man terminology, such as fertilization of egg, growth of child in the womb, quickening and birth of the baby;
5. identify the role of contraception in preventing the fertilization of female egg;
6. show his knowledge about the family planning program at the district level in regard to its functioning and approach;
7. identify the need and benefits of spacing child births;
8. identify at least 2 or 3 advantages and disadvantages of each of the 6 methods he has learned;
9. identify the place and/or person where he or she can get services in respect of contraception;
10. to disseminate and discuss his newly acquired knowlege about family planning with (a) individuals and (b) with small groups;
11. to answer a few common objectives against family planning practice and programme on religions, ethical and socio-enonomic grounds.

Food and Agriculture

1. To link functional literacy with training to improve specific agricultural skills in regard to crop production, plant protection, agricultural economics and live stock managements that a farmer becomes a more efficient producer, thereby increasing his farm productivity and income.
2. To integrate functional literacy with training to improve specific home improvement skills such as home-baking, fruit and vegetable growing, food and farm produce preservation, poultry keeping, etc. so that a farm worker becomes a more efficient home-maker.

Commercial/Industrial Vocations

The adults in urban areas will mostly be engaged in vocations related to industry and business. It will, therefore, be very useful for these adults if functional literacy is linked with basic information about commercial and industrial vocations. This component of the programme will enable the adults

a) to increase their knowledge about skill requirements of various occupations
b) to assess the opportunities of advancement in various occupations
c) to become familiar with employment exchanges
d) to discover methods of setting up their own businesses
e) to make suitable decisions about educational and vocational careers of their children.

Home Making

This component will be specially meant for women. At the completion of the programme the participants shall be able to

a) keep the house neat and clean
b) prepare family budget
c) prepare balanced menu
d) cook a variety of meals
e) mend, knit and sew
f) care for child
g) keep harmonious family atmosphere and relationships

Socio-Cultural Education

1. Qualities of a good citizen
2. Rights and duties of a citizen

3. Vote and its importance
4. State: its functions, structure and government
5. Local Self Government Institutions on these functions
6. Cooperatives and small saving schemes
7. Queue system
8. Safety
9. Pakistan–our country
   a. Brief account of our cultural heritage
   b. Pakistan ideology
   c. Pakistan flag
   d. National anthem
   e. Boundaries
   f. Main rivers
   g. Imports and exports

Health Education

The specific educational goals to be achieved in health education will be set depending upon the contents of the curriculum used during the course of functional literacy. However, the general objectives of the health education curriculum are that the participants will be able to:

1. identify causes and symptoms of the prevalent communicable diseases and the preventive measures to be taken;
2. identify some of the basic principles and methods of safe garbage and excreta disposal.
3. identify the basic elements of whole-some water, safe water supply and disposal of waste water, as well as some of the methods and techniques associated with it.
4. identify the basic elements of milk's quality, safety, nutritional value and processes involved.
5. identify the basic elements of the quality, supply, preservation and nutritional value of a variety of foods commonly used, and the importance of balanced diet and how to obtain it;
6. identify the causes of the growth of vectors and rodents the kinds of diseases they cause, and some of the common measures taken for their control and eradication.
7. identify the basic elements of mother and child health.
8. identify some of the important elements of better eye and dental care.
9. identify the importance of physical exercise and personal hygiene and some basic principles related to these.
10. identify basic infra-structure of the local, district and national health schemes, voluntary and private medical services available to them and the quality, scope and cost of such services.

Phasing of the Project

Efforts will be initiated immediately to get the Project approved by the Government of Pakistan and the implementing agency. It may be reiterated here that the purpose of the project is to determine feasibility and to demonstrate effectiveness of Functional Literacy for Life Improvement Programme. It is hopeful that the feasibility of the programme will become apparent by the end of June, 1974; that is, after two years of field operations. It will, therefore, be desirable and possible to phase the programme into the Fifth Five Year Plan of the Government of Pakistan (1975-80) well ahead of time. (The proposal concludes with a detailed time schedule, staff, planning and budgetary requirements.)

THE TURKISH REPORT

Since the Turkish Pilot Project for Adult Literacy Health and Family Life Education had been already developed, our Country Work Group concentrated on the re-examination of the project, clarification of specific points, and recommendations for implementation. We used the project proposal as a framework for our discussions, dealing with the various phases of planning preparation, implementation, organization and administration, and finance.

PILOT PROJECT FOR ADULT LITERACY HEALTH AND FAMILY LIFE TRAINING

with proposed revisions

A. *Objectives of the Project*

1. To place subjects, such as health, family life and population training and other relative data and concepts into the literacy program sponsored by the government and voluntary organizations;
2. To prepare books, brochures and other training aids and materials to cover especially the needs of adults;
3. To develop the adult literacy programs into a more functional form;
4. To develop a suitable methodology for adults.

The project is intended for a twenty-four months period.

Activities will cover two main periods:

1. Planning and preparation period
2. Implementation period

Upon preparation and development of various materials during the project, and review by the Board of Education, these materials will be used as training aids in all public education classrooms and other adult literacy classrooms.

B. *Participants*

The project will cover adults who attend literacy classes. The materials prepared will be used, tried and developed in an experimental way.

With this trial program emphasis will be to affect those who live in villages and low income districts of cities where training is urgently needed. Those to whom the service is aimed have been selected for the characteristics shown in the following:

1. Those who attend the literacy course, in general, with the aim of developing personnel capabilities;
2. Those who are in productive and creative social and economic situation and who are in a position to decide important subjects as health, nutrition, marriage and family life.

C. *Scope of the Project*

The second five year development Plan (1968-1972) places emphasis upon the need for decreasing the number of illiterate citizens in the country, to develop the skills of those who are illiterate or have just learned to read and write, and to equip them with new skills. Furthermore, the Plan has the view that the literacy ratio is low and that this is a great hindrance in developing a successful family planning program in the country. In those places in the country where the literacy ratio is low the adults generally are in need of health, family life and population planning training.

Due to the high ratio of illiteracy and the rapid increase of population the rate of development is being effected extensively.

Before attempting a country wide extensive literacy operation on the basis of job-performance, which the plan is intended to accomplish, it has been decided to have on a trial basis a training operation in selected places. Today, in functional literacy training all kinds of health, citizenship and other general knowledge and regional economic, agricultural and professional knowledge and concepts are included. This knowledge can now be taught. This project aims to decrease the ratio of the illiterate; to equip the participants with knowledge of health subjects, agricultural, professional and general knowledge; and to contribute to the national development more extensively. An attempt will be made to have the training aids and materials developed during the project to be used throughout the country.

D. *The Method of Implementation Proposed:*

1. *Planning and Preparation Phase*

This period has been thought to begin from July 1, 1971. If the project is approved earlier, it can commence earlier than the said date.

This period covers the following:

a) The following training-teaching materials will be written for the A, B and C level classes during the preparatory period: alphabet book for class A; text books for reading practice for B & C classes; supplementary books and other training materials for all classes; drill books and four general culture booklets for all the participants, and a manual for all classroom teachers.

Whether these textbooks should be separated according to subject matter or be a single integrated book should be decided by the operational committee. The textbooks for the three levels should consist of a series as far as the vocabulary, concepts, and subject matter is concerned. In the light of the fact that there is a variety of materials to prepare, including basic texts, supplementary readers, workbooks, and teachers' manuals, priority should be given at the beginning to the preparation of material for A level classes. As far as possible, the development of materials should include their use and testing in on-going classes.

Materials to be prepared should be geared to the needs and interests of the target groups. There might be a need to re-examine the present official curriculum of the three levels. The present curriculum should be differentiated to include functional literacy programs for specific purposes as well as the continuation of the basic education program preparing for the elementary school diploma.

The Ministry of Education will be responsible for preparation of the materials and the Ministry of Health and Social Welfare will provide technical assistance in preparing documents related to the subjects of health.

b) The materials mentioned above will be prepared for 50 teachers and 1000 participants. Since these materials will be used for the purpose of demonstration they will be published in separate loose leaf pages.

c) The preparation of evaluation, testing and research documents for both the planning and the development period of the project. These evaluations will cover practice preliminary studies of teachers and students and methodology. It is anticipated that the research and the evaluations of these activities will be made by autonomous organizations and universities in consultation with the project director and the working committee of the project. Baseline surveys, including KAP studies should be conducted in the communities selected for experimentation.

d) Administrators and teachers training workshops. First, a course to take 5 days will be conducted for 25 administrative personnel. Chiefs of public training from 5 provinces, 5 individuals from the General Directorate of Public Training and 15 administrators from other related ministries and organizations will participate in this course. The course programs will cover research and evaluation, training the teachers, and inspection and review of the practice. Two training courses will be conducted after this course for 50 teachers and 10 administrators, each to take 14 days. These participants will have duties in project implementation.

Although the General Directorate of Public Training (MOE) is primarily responsible for planning and administrating of the training programs shown above, the Ministry of Health will be consulted in the planning and administration of these training activities. It will provide the necessary technical assistance and personnel.

e) The selection of demonstration and control groups:

The General Directorate of Public Training will select about 1000 students from the

following provinces in January 1972: Ankara, Antalya, Erzincan, Mardin and Sinop. These provinces have been selected for demonstration projects. The training-teaching materials prepared, will be used in the selected classrooms. Furthermore, a certain number of control classes will be selected. These comparative studies should cover literacy skill as well as the content material, including family planning.

2. *The Implementation Phase*

The date of commencement will be March 1, 1972. During the implementation period, 40 classrooms will be selected for comparative purposes in 5 provinces and about 1000 students will be taken into these classrooms. 30 classrooms of this period will be administered by the General Directorate of Public Training (MOE), 5 classrooms by the Ministry of National Defense, 5 classrooms by the voluntary organizations.

After the evaluation of the practice in April, 1972 the necessary corrections will be made to the materials prepared. At the end of the implementation phase the Ministry of Education, Ministry of Health and World Education Inc. will evaluate the results and will prepare a report. In this report the determination whether to start a new project or to apply the implementation countrywide by the Turkish Government will be made.

E. *Organization and Administration*

1. *Responsibility*

The responsibility for coordination and administration of this project belongs to the General Directorate of Public Adult Education (MOE) in coordination with the General Directorate of Population Planning, Medical Statistics and Health Propaganda, and the Directorate of Mother-Child-Health (MOH), and the Ministry of Agriculture.

2. *Committees*

a) *Planning Committee*

This Committee will consist of representatives from the MOE and MOH, World Education Inc. consultant and Project Consultant and others considered useful to participate in the meetings of the committee. The director of the project will be either the director of the Public Training or someone assigned by him. The project Director should be assisted by a full time secretary.

This committee will determine the subjects to be put into the literacy programs such as health and agricultural subjects and in the meantime will present these for the approval of the Board of Education (Talim ve Terbiye Dairesi). The planning of implementation of the project is the Committee's responsibility. Implementation is the responsibility of the MOE. The director of the project will be the president of this Committee.

b) *The Consultation Committee*

This Committee consists of representatives from the MOE, MOH, MOD, (MOAgr.), SPO and WEI and others from the Government and voluntary agencies considered useful to participate in the meetings of the Committee.

This committee works on the reports presented by the project director and the operational committee under the presidency of the Public Training General Directorate and recommends the general policy to be followed and the ways to implement the programs and the project. A full-time secretary who works for the planning committee will act as the secretary of the consultation committee as well.

3. *The Contribution of the Turkish Government to the Project*

The Turkish Government will support and provide the necessary services within its capability for the coordination and administration of these activities:

- Preparation of the classrooms;
- Training of the teachers and controllers (inspectors), administrators, adult educators and others.
- Publication and preparation of the training materials when necessary.

4. *Agreement of Financial Aid*

(A detailed budget follows.)

CHAPTER VI

SUMMARY AND EVALUATION

If the success of the Seminar is to be measured by its stated main objective to initiate demonstration projects or strengthen ongoing projects in literacy and family life planning education, then it succeeded fully. All four participating countries did submit proposals for projects or recommendations for action in their own countries. In each seminar held under World Education auspices an effort has been made to select balanced groups representing literacy education and family planning programs under both governmental and private auspices. The Turkish delegation was such a team and they also had the advantage of coming to the Seminar with a project proposal which had been officially approved. One delegation was from such a mix of backgrounds and organizations that it was difficult for them to develop a cohesive plan. In any case, the country work group process was the high point, a fact reflected in the final evaluation questionnaire.

Some of the learning techniques, especially those involving participants in small group dynamics were a worthwhile experience. So, too, were the more concrete, tangible experiences such as the audio-visual demonstration, classroom field visits and the WOALPP publication of family planning literacy sequences.

If there was a real weakness, it was in imparting information on teacher training and techniques of teaching. The fault seems to be in the conference technique employed which, though informal, needed more direction to cover issues in greater depth. The expert trainers needed more time to share their training experiences. Also the more conceptual and research kinds of presentation should be preceded by distribution of these papers at least a day in advance. Especially when for many participants English is a second language this type of subject is difficult to comprehend fully, particularly if delivered with an unfamiliar accent. This, too, is reflected in the final evaluation.

The most valued measure of success will be seen in what happens to these country proposals in the months ahead. Will members of the country delegation energetically pursue their finalization and implementation? Will they have gained insight into some program aspects that will improve their ability to function more successfully on a literacy/family planning program? These things will become clearer only as the participants become involved in the process of carrying out their programs.

Particularly for those who have already participated in one of the three World Education seminars, future meetings should have more indepth discussion of fewer, and more specialized subjects.

Country team members should be limited to about 5 or 6 and should have complementary positions at home to enable them to really function as a team.

Consideration should be given to simultaneous functional group work to accommodate the desire for indepth work within a short time span. For example, if each country team had an evaluator these people could meet with evaluation experts to solve very specific problems. At the same time the materials specialists might be working out a curriculum outline. A summary report from these groups could be made to the general session. There was an expressed desire for more concrete experience such as demonstrations of teaching techniques, more instruction from resource people and maximum involvement of participants—all of which are difficult to accomplish in general sessions with many topics and limited time.

It may well be that to accomplish these objectives in the future more intensive and focused sessions—on a national rather than regional level—will be required. World Education, building on the experience gained from the two earlier Workshops and from the Esfahan Seminar, proposes to move in this direction.

APPENDIX A

SEMINAR PROGRAM

REGIONAL SEMINAR
FUNCTIONAL LITERACY/FAMILY PLANNING EDUCATION
RED LION AND SUN YOUTH HOUSE
ESFAHAN, IRAN

SPONSORED BY: Ministry of Health, Government of Iran
and
World Education, Inc.
in cooperation with
Ministry of Education, Government of Iran
The Work Oriented Adult Literacy Pilot Project
The Population Council, Teheran and Esfahan

April 25-May 6, 1971

Monday, April 26

9:00-11:00 Opening Session

Iran National Anthem

Presiding: Dr. Khosrow Farhang
Director of Planning,
Family Planning Division
Ministry of Health
Government of Iran

Speakers: H. E. Dr. G. Motamedi
Chancellor, Esfahan University

Dr. Ali Asghar Zahedi
Director General of Family Planning
Ministry of Health
Government of Iran

Dr. Movafaghian
Deputy Minister of Education
Government of Iran

11:00-12:00 Introduction: Mr. Thomas B. Keehn
"Seminar Plan, Objectives, and Concepts"

2:30-5:00 "An Over-View of the WOALPP in Esfahan and Desful"

Presiding: Mr. Pierre Henquet
Panel

5:00-6:30 Visit to WOALPP/UNESCO Center

Tuesday, April 27

8:30-12:00 Country Reports: Afghanistan, Pakistan, Turkey, Iran

Presiding: Dr. R. K. Ready

2:30-4:00 "Essentials of a Demonstration Project Proposal"
Dr. Prodipto Roy

	"The Evaluation of the Literacy/Family Planning Sequences in Esfahan" Dr. Mehdi Loghmani, Mr. Robert Gillespie	
	"Proposal for Comparing Program Impact on a Multi-Country Regional Basis" Mr. H. D. Kaufman	
4:00-5:30	Organization of Country Workgroups Meeting No. 1	
	Chairman:	Dr. Ready
Wednesday, April 28		
8:30-10:15	Significant Findings from Recent Studies in Literacy/Family Planning Education	
	Chairman:	Mr. William B. Renshaw
	Group within a Group–Dr. Roy, Mr. B. R. Deolalikar, Mr. Kaufman, Dr. Z. Ahmad, Mr. H. Serinken	
10:30-12:00	Country Workgroups Meeting No. 2	
2:30-6:30	Visit to WOALPP Classes: Village Classes for Women Classes for Steelworkers Classes for Agricultural Workers	
Thursday, April 29		
8:30-10:30	Application of Research Activities in Literacy and Family Planning	
	Chairmen:	Dr. J. Gulick and Mr. W. Renshaw Panel
10:45-12:30	Project Reports: Thailand, Philippines, India	
2:00-3:30	Country Workgroups Meeting No. 3	
Friday, April 30	Holiday	
Saturday, May 1		
8:30-10:30	Production and Use of Written and Audio-Visual Materials	
	Presiding:	Mr. Robert Gillespie Panel
10:45-12:00	Discussion	
2:30-5:30	Country Workgroups Meeting No. 4	
Sunday, May 2		
8:45-10:30	Using Communication Media for Educational Programs Dr. Sanford Danziger	
10:45-12:15	Work Groups on Communications Media	
	a.) "Puppets and Family Planning Education"–Mr. Keehn	

	b.) "New Audio-Visual Approaches"–Dr. Danziger
	c.) "Mass Media-the Esfahan Communications Project"–Mr. Gillespie
2:30-5:30	Country Work Groups Meeting No. 5
Monday, May 3	
8:45-10:15	"Functional Literacy Methodology" Dr. C. Bonanni
10:30-12:00	Discussion Groups on Methodology
	Mr. A. Santiago, Dr. S. N. Mehrotra, Dr. Ready, Mr. Renshaw, and Dr. T. Oguzkan
2:30-5:30	
	Teacher Training-Informal Methods
	Presiding: Mr. Renshaw
	Discussion Group on Training:
	Dr. Miriam Escher, Dr. Mehrotra, Dr. Bonanni, Dr. Danziger, and Mrs. S. M. Nouri
Tuesday, May 4	
8:45-12:45	Country Work Groups Final Meeting
	General Session
	Chairman: Dr. Ready
	Separate Country Group Meeting
2:30-4:30	Turkey and Afghanistan Country Reports
	Panel of Respondents:
	Dr. Ready, Mr. Santiago, and Dr. Mehrotra
7:00	Seminar Dinner
Wednesday, May 5	
8:45-10:15	Pakistan and Iran Country Reports
	Panel of Respondents:
	Dr. Ready, Mr. Santiago, and Dr. Mehrotra
10:30-12:15	Closing General Session
	Summary Evaluation by Participants and World Education Plans for Program
	Development and Follow-up:
	Mr. Keehn, Dr. Ready, and Dr. H. Hunsaker
12:15-1:30	Separate Clinic Sessions with Country Work Groups to Identify Follow-up Activities by World Education and Other Agencies:
	Dr. Ready, Dr. Hunsaker, Mr. Gillespie, and Mr. Keehn

APPENDIX B

ORGANIZATION OF WOALPP PROJECT–IRAN

To provide fuller information on the WOALPP project in Iran, its structure and programs, below is a more detailed presentation which was prepared with the aid of Dr. S. N. Mehrotra and Pierre Henquet.

1.00 *Introduction*

1.01 *The Work-Oriented Adult Literacy Pilot Project in Iran* is one of the first projects to be carried out under the *Experimental World Literacy Programme* with the financial assistance of the United Nations Development Programme (Special Fund) and with the technical collaboration of Unesco. This Experimental Programme was approved by the General Conference of Unesco in 1966 and was based upon the recommendations adopted by the World Congress of Ministers of Education on the Eradication of Illiteracy, held in Tehran in 1965 on the invitation of H.I.M. the Shahinshah.

2.00 *Work-Oriented Functional Literacy*

2.01 The basic hypothesis behind the Experimental Programme is that illiteracy on the part of the workers hinders the growth of productivity and must therefore be considered as a factor retarding development. This hypothesis is at the root of the concept of functional (or work-oriented) literacy teaching. If literacy teaching is thought of as merely instruction in reading and writing, it may meet an ethical or political requirement, but functional literacy teaching reflects a desire for economic development and social progress, and is essentially an attempt to bring about the technical advancement and the social integration of the workers. Literacy teaching in the first sense means the acquisition of literacy skills, whereas the aim of functional literacy teaching is the transmission of knowledge and the change of attitudes. It is for this reason that vocational training in industrial areas and agricultural extension and training in rural areas are the keystones of all functional literacy programmes. In these perspectives, functional literacy teaching provides a tool either for abstract thinking or for the mental mastery of technical information that has been taught or imparted to workers in the course of their training, as well as being instrumental to desired behavioral changes.

3.00 *Experimental Zones*

3.01 The experiment zones are situated in the regions of Isfahan and Dezful.

3.02 Isfahan, capital of the empire until early in the 18th century, is still the second most important town in Iran (with 425,000 inhabitants at the latest census, in November 1966), and the administrative centre of a province (or *ostan*) of nearly 1,800,000 inhabitants. The economy of the region, until quite recently based on *agriculture*, textile workshops and handicrafts, is now coming to rely more and more upon modern *industry*.

3.03 Dezful (85,000 inhabitants) is the centre of a *shahrestan* (county) of some 190,000 inhabitants, which is one of the districts of the *ostan* of *Khuzistan*. The economy of the latter, which has been developing very rapidly over the last few years, is based on petroleum and agriculture.

3.04 It was in taking into account the problems raised by the increasingly complex and diversified economy of these two regions that the following fields of action were chosen.

4.00 *Fields of Action*

4.01 *Rural Development: In the Isfahan region*, experiments are being carried out in the irrigated area of Zayanderud (81 villages with 40,000 inhabitants in 50,000 hectares). The irrigated area will double after the filling of Shah Abbas dam. Four programmes were drawn up in fields selected in accordance with the priorities and preferences of the institutions concerned with agricultural development, and with the needs and problems of the peasants themselves:

(a) *Protection against plant diseases and vermin;*
(b) *Production of sugar beet*, the output of which could be doubled and the quality improved, particularly as regards sugar content;

(c) *Irrigation techniques;*
(d) *Agricultural mechanization;*

At Dezful, the experiments are being carried out on a 22.000 hectare irrigated pilot area and in an adjacent zone where traditional irrigation facilities (river and underground water) are available or "dry farming" methods are used.

The experiment involves some forty villages and approximately 10,000 people.

The experimental programmes are centred round the following problems:

(e) *Animal husbandry* (improvement of stock in number and quality, by development of fodder and improved breeding methods and techniques);
(f) *Vegetables production* (introduction of new crops and varieties, agricultural mechanization, improvement of existing implements, introduction of new implements and equipment, techniques for using, maintaining and repairing tractors);
(g) *Horticulture* (fruit trees, flowers).

4.02 *Industrial Developments:*

At Isfahan, the experiments are being conducted at the same time in a traditional industrial sector (the textile industry, which employs a great deal of *badly-paid, unskilled labour*, and in a technologically-advanced industry (the Reeze steel mill, in course of construction). Four programmes are being drawn up:

(a) *Vocational training for workers in the textile industry* (learning about raw materials, manufacturing processes, introduction to textile technology, prevention of spoilage in production, learning to decipher the symbols, technical drawings, instruction cards and inspection slips used in the factories);
(b) Training programme for workers centred round *motor mechanics* and the *maintenance and repair of heavy equipment* (lorries, bulldozers, scrapers, road rollers, travelling cranes, etc.);
(c) A programme for workers responsible for *building* the blast furnace, on the basic technical principles of civil engineering (choice and preparation of materials, different kinds of materials, how they are used, etc.);
(d) A programme dealing with *metallurgical training* (the source of raw materials, mining principles, how the blast furnace works, steel manufacturing processes, etc.).

4.03 *Pre-Apprenticeship in Industry*: In view of the existence of the steel plant and the proposed creation of an industrial satellite town, a special programme has been drawn up for young country-dwellers who cannot find employment in agriculture and wish to work in industry (subjects include metal-working, wood working, electricity, motor mechanics and the building trades). The programme is also being tried out at Dezful.

4.04 *Modernization of Handicrafts*: There are two experiments in modernizing traditional artistic handicrafts in Isfahan:

(a) *The development of embroidery co-operatives* (manufacturing processes, marketing methods, management of co-operatives, instruction on materials, importance of design, selection of colours, etc.);
(b) *Crafts extension programme* for *craftsmen working in non-precious metals* (importance of materials, techniques and quality of tools used, price and utilization of the product; value of using new models; development of new products; marketing problems; domestic market; sales to tourists, export; management of handicraft co-operatives.

4.05 *Health Education, Improvement of Nutrition, Family Planning*: Two programmes for women, both in the towns and in the countryside, have been drawn up for Esfahan and Dezful. They cover health education (particularly the prevention and cure of contagious illnesses in children), improvement of sanitation and hygiene, rationalization of diet and elementary instruction in family planning (objectives and methods).

4.06 *Civics.*

4.07 *Current Programmes Position*: The position concerning current literacy programmes, with number of classes and adults involved, is given in Annex I.

5.00 *Human Resources*

5.01 The team posted to the pilot project and responsible for formulating and testing the above programmes, consists of *8 international experts and consultants and over 100 Iranian specialists and technicians (excluding auxiliary personnel).*

5.02 Although the team is composed of *educationists, engineers, agronomists* and *social scientists*, for some of the programmes it has to call upon technicians from the various socio-economic sectors concerned: specialists in health education from the Ministry of Health, research workers from the Food and Nutrition Institute of Tehran University, engineers from the steelworks and the textile industries, officials from the Directorate of Handicrafts and the crafts centres controlled by the Ministry of Economic Affairs, managers of sugar refineries, officials from the Ministries of Agriculture and Agrarian Reform, etc.

5.03 At shopfloor level, functional literacy work is entrusted to teachers recruited preferably from the technicians, formen and supervisors in the enterprises concerned, or from agricultural extension workers, and only failing those, from the teachers of the Ministry of Education. All are given an initial technical and pedagogical training. Their work is supervised, guided and supported by *trainers* recruited from among the better qualified technicians and educationists (those with a diploma in technical education, for instance) in an average proportion of one trainer to ten instructors.

6.00 *Organization, Financing and Structure*

6.01 The Pilot Project, the duration of which is expected to be five years (1967/1972), is administratively and financially autonomous; it is financed, in more or less equal parts, by UNDP ($1,358,000) and the Iranian Government ($1,532,000). The Iranian contribution is paid in yearly installments, at the beginning of each financial year, by the Plan Organization; a programme has therefore to be presented each year for approval by the Plan Organization.

6.02 Although it is autonomous, the Project comes under the authority of the Ministry of Education, and the National Director of the Project is one of the Vice-Ministers of Education. It is the particular function of the Ministry of Education to maintain constant liaison with the *National Committee for the Struggle Against Illiteracy* and to enlist the assistance of other ministries and bodies concerned in the execution of the Project.

6.03 One of the advantages of this connection with the Ministry of Education is that most of the national qualified staff engaged for the Project and the instructors responsible for the literacy courses are chosen from amongst workers in the Ministry of Education and continue to be paid by the Ministry; the Project is responsible only for any additional salary that may be paid. This, as is evident, appreciably increases the amount allocated to the Project by the Iranian Government.

6.04 As in all projects of this kind, Unesco's aid comprises the sending of a team of specialists and consultants under the direction of a Chief Technical Adviser (481 specialist months), the supplying of equipment ($136,000) and the granting of study fellowships for the further training of national qualified staff who will carry on the experiment alone after the withdrawal of international aid.

6.05 *An advisory and co-ordinating committee maintains the necessary co-operation between the different Ministries* (Education, Labour, Economy, Planning, Information, Agrarian Reform, Water and Power, Agriculture) and in particular examines ways of combining the execution of the Project with the National Development Plan.

6.06 The internal organization of the Project takes into account the geographical distribution of activities and the centralization of decisions in Tehran. A small central mobile team, stationed in Tehran, is responsible for the planning of operations, liaison with the central administrations and with Unesco and the co-ordination of the activities of the two Sub-Projects.

6.07 The majority of Iranian specialists and international experts appointed to the Project are based in Dezful and Isfahan, and are distributed amongst the following units:

– Adult education (educational and methodological problems),
– Vocational training for industry or agriculture,

– Women's education,
– Audio-visual media,
– Production of reading texts and teaching material,
– Evaluation,
– Administration and accountancy.

6.09 Two permanent centres providing pre-service and in-service training for instructors have been established at Dezful and Esfahan.

7.00 *Methods*

7.01 Since its initiation, the Project has been functioning essentially as a teaching laboratory. Various kinds of teaching material have been produced and tested (more than seventy reading-books, radio broadcasts, illustrations, sketches, drawings, films or film strips and teaching guides for instructors). This material is adapted to different socio-vocational situations, and provides an integrated course of lessons in reading, writing and arithmetic, together with other aspects of workers' education-civic and socio-economic instruction, technical and scientific acculturation, and pre-service or in-service vocational training. More importance has hitherto been attached to the demands of educational experimentation than to the needs of expansion.

7.02 Teachers or instructors are recruited mainly from amongst primary school teachers. An attempt is being made, however, to enlist the services of people such as rural extensionists or field agents, foremen, literate workers or peasants, to act as literacy teachers. One point that will be investigated is whether it is easier and more efficient to train technicians to be able to teach or to provide technological training for teachers.

7.03 All instructors are given a special training course which lasts from 2 to 6 weeks. Regular meetings are held, at which the progress achieved is assessed, difficulties are analysed and general directives are issued; one-day in-service training courses are also organized weekly. The standard of teaching is periodically checked by supervisors.

ANNEX I

CURRENT EXPERIMENTAL PROGRAMMES

		First stage		Second stage	
		Classes	Adults	Classes	Adults
A.	General programmes (developed in Isfahan and Dezful)				
i	– General Agriculture	160	4,115	119	3,135
ii	– Pre-Vocational Training	26	745	18	494
iii	– Health, Nutrition and Family Planning	587	12,522	489	11,518
iv	– Civic Promotion and Social Integration	71	1,894	68	2,112
B.	Specific Programmes				
	1. Primary Sector:				
	Isfahan				
v	– Sugarbeet Cultivation	64	1,790	25	598
vi	– Plant Protection	28	703	16	408
vii	– Irrigated Agriculture	7	210	–	–
viii	– Simple Agricultural Mechanization	(Temporarily suspended)			
ix	– Mining	7	195		
	Dezful				
x	– Vegetable Production	23	593	15	219
xi	– Animal Husbandry	28	559	27	520
xii	– Horticulture	1	20	–	–
	2. Secondary Sector:				
	Isfahan				
xiii	– Automotive Maintenance and Repair	11	299	7	173
xiv	– Construction	15	455	7	193
xv	– Textile	21	857	16	402
xvi	– Iron and Steel Production	(Three stages: 14 classes with 350 adults)			
	Dezful				
xvii	– Agricultural Mechanization and Maintenance	1	28	1	30
	3. Tertiary Sector:				
	Isfahan				
xviii	– Embroidery	19	477		
xix	– Metalworking Handicrafts	2	55		

APPENDIX C

THE ESFAHAN COMMUNICATIONS PROJECT

The following report prepared and distributed by Dr. Loghmani and Mr. Gillespie, has been somewhat abbreviated in the interest of conserving space. It is reproduced here to provide details as to the scope of the project and indications of its findings.

Objectives of the Project

The mandate has been to determine the impact of an intensive communications and education program. To do this the following objectives have provided an outline for the project's strategy:

1. to conduct a before-and-after base line survey of knowledge, attitudes and practice of family planning and determine media exposure;
2. to measure rates of acceptances at the clinic before and after the experimental treatments;
3. to determine present family planning activities and potential use of functionaries such as Literacy Corps, school teachers, mullahs, village leaders, midwives, Health Corpswomen, Health Corps doctors, private physicians, pharmacists and agricultural extension personnel;
4. to pretest and produce radio programming, newspaper and magazine advertisements, cinema film clips, posters, mailings, leaflets, exhibits and tapes for sound trucks;
5. to conduct a campaign to use radio for three months, then combine radio with all other mass media for three months;
6. to select two districts where the potential use of functionaries will be tested;
7. to further select an urban area in Esfahan city and several villages to conduct a maximum effort, using full-time family planning workers and functionaries conducting home visits and group meetings;
8. to determine what can be done to increase continuous use of the contraceptives by distributing more cycles at one time, by setting up more distribution points and by follow-up of acceptors who do not return;
9. to find out what kind of problems arise for administrators, supervisors and field workers in conducting an intensive campaign by keeping a daily record of activities;
10. to select 20 or 30 persons in the ostan who will keep diaries of daily communication of both favourable and unfavourable information concerning family planning.

The Esfahan Communications project is pursuing these objectives through four sub-projects: 1) the Mass Communications Project, 2) the Functionary Project, 3) the Intensive Project, and 4) the Continous Use Project. Each of these is summarized below.

I. *The Mass Communications Project*

The Setting

Esfahan Ostan has a population of about 2,020,000, as of mid-1970, in an area about four times as large as Taiwan. About 51% live in towns with a population over 5,000; the largest city being Esfahan with 515,000. The estimated birth rate is 50 per 1000 and death rate 20 per 1000.

Literacy rates recorded in 1966 were 37.4% for urban males, 15% for rural males, 11% for urban females and 1.3% for rural females. There are currently 1,400 Literacy Corps providing instruction for 25,000 adults. In addition there are 1,100 public schools with 4,400 elementary teachers and 1,100 secondary teachers teaching about 150,000 students. The Health Stations are all located in urban areas. In the rural areas there are 11 Health Corps teams. Each team has a doctor with two assistants. The teams visit two subcenters weekly.

The mass media structure will be better understood when results from the KAP survey are available. Preliminary results from the survey indicate that Radio Esfahan reaches 60% of the population in the Ostan. The station is owned and operated by the Ministry of Information. The major newspapers, published in Teheran, are *Kayhan* and *Ettelaat* with a total circulation of about 5,000, almost all in the city of Esfahan. Mailing services reach almost 90% of the villages but there is no established system of addresses for homes, and no direct mail advertising is done for the public as a whole. There is a local television transmission station but no local programming. Billboard advertising

in rarely used. As in other parts of the country, the urban middle class is exposed to most channels of mass communications with the rural villagers obtaining most of their information from what they hear from friends or on the radio.

The Family Planning Program

The family planning program began in 1966. The Health Corps and Health Station doctors were trained to provide the oral pill, IUD, and condoms. About 95% of all IUDs have been inserted by three female doctors, all located in Esfahan city. The training program has included Literacy Corps, Extension and Development Corps and Health Station staff. In 1968 a total of 43 Health Corps girls were assigned to work full-time on family planning; in addition, 16 married women were employed. There are 40 Health Stations with family planning clinics and 11 Health Corps Teams. The IUD is free and the cost of the oral pills is U.S. $0.26. About 40% of all acceptors are given the pills free.

A full 18.3% (370,000) of the population are women in the reproductive age groups between 15 to 45. About 50% of the girls 15 to 19 are married and 96% of all girls are married before 24.

During the year from March 1969 to February 1970 the average woman accepting at the clinic was 30 years old, had five children and wanted to stop having more. During the last month most of the women learned about the contraceptives as a result of talking with their friends and neighbors (36%), 33% from the 16 family planning field workers, 29% from the 43 Health Corps girls, 7% Health Corps Teams, 3% health staff and 2% Literacy Corps and 1.5% mass media and 3% other sources. About 15% of the women mentioned more than one source of information.

The Radio Programming

It was suggested that not all mass media be used at once. To determine the effectiveness of radio announcements, they were used alone for the first three months.

Ten one-minute announcements were produced for pretesting: messages for men, for opinion leaders, for young married couples, an explanation of population problems, only good information on pills, good and bad information on IUD, what is family planning, and reasons for having only 2 or 3 children.

The pretest questionnaire includes characteristics of respondent, content analysis, and a ranking sheet filled in by the subject. For each announcement the subject places a mark in one of the boxes based on perceived truthfulness of the announcement and preference. Illiterates were told what the boxes meant. To diagnose or prevent bias, the 6 field workers trained to do the pretesting were first given the test and then trained on avoiding bias. There was no significant similarity between preferences of interviewers and interviewees.

The 119 women interviewed were mostly between the ages of 25 to 30 having an average of four children, and 13% who could read. The women were typical of the target population in the urban areas.

The women rated the announcements in the following order of preference: good news about oral pill, (45%), advantages and disadvantages of pills (23%), good about the IUD (10%), good and bad about the IUD (5%), reasons for the 2 or 3 child family (5%), other (15%). When asked which they though would be best for men, they either mentioned the one geared for men or that it would not make any difference. The ones they thought best for villagers were the good information on oral pills and IUDs. There was a simple sound symbol recorded before each announcement. Most of the women said they recognized the symbol after the third announcement. When asked what they remembered about the announcements, most women recalled that the oral pills and IUDs are effective but cause some side effects such as bleeding. In spite of the preference for announcements with only good information, all but 8 of the women believed the announcements should contain both good and bad information. The women believed the announcements should be broadcast by women. Almost all stated the most respected source of information would be a doctor or staff at Health Station.

From preliminary analysis of the 1000 KAP questionnaires, the best time for the announcements would be at 11 to 12 in the morning and 6 in the evening.

Beginning in the month of August the one minute announcement on the oral pill was broadcast at 11, 12 and 6. The revised announcement gave all the information about the pill including possible side effects. It also explained where to go for methods, and where to call or write for further information. Five minute announcements were broadcast at night once a week by doctors who are authorities in family planning. The telephone operator at the

central family planning clinic was trained to answer questions from callers, and was given pamphlets to send to persons requesting information. He is paid over-time in order to provide the telephone service 10 hours a day.

During the second month, the announcement described all methods, giving advantages and disadvantages and reference to permanent means of stopping children. Several telephone calls expressed surprise that there was so much information about contraceptives on the radio.

During the third month, the announcement was a dialogue between a female doctor and patient describing the IUD in detail and giving information on possible side effects. Unfortunately the fasting month of Ramadan occurred and women were hesitant to get the IUD while fasting.

All radio time is provided free of charge.

The Results of the Radio Programming

There is no definite way to measure the effect of the radio programming. At least ten factors need to be considered and most of them can not be analyzed precisely. One factor was the type of pill variation in progesten formulation and content. The second factor was that, because of some shortage in supplies, the brand of pill was changed, leading to increased complains of side effects; new supplies did not arrive until after the radio programs were over. A total of 21 of the Health Corps girls volunteered to help with the KAP survey and do pretesting; the loss of their potential contribution needs to be considered. The exact range of the transmitter is not known but a reasonable estimate is that 60% of the population is covered. There is a trend of increasing acceptances, the expected seasonal fluctuations, and the overall response from other parts of the country to consider. Possibly the announcements did more to remind old acceptors to return then start new acceptors. The radio announcements could have had an effect in having women switch method or clinic. Some of these issues will be partly resolved when we make further analysis. We instructed the clinic staff to have women give all sources of information and the most influential source. They were also asked, if they heard the radio programs, what they remembered.

An increase of about 30 to 40% in new oral pill acceptors can be attributed to the radio programming. Except for the effect of Ramadan, it appears continuous use was significantly improved. Although the IUDs more than doubled. their total contribution is insignificant. There is no explanation for the fluctuation in condom purchase. Of 809 telephone calls, 60% were from men. They were interested in finding out about methods they could use to stop having children. Of 83 letters requesting information, 48 wanted more information on the pill, 23 on the IUD, 23 on the condom and 20 on sterilization. A more detailed analysis will be made when follow-up visits are made to persons who called on the telephone, mailed letters and went to the clinics.

The Mass Communications Campaign

The preparations for the mass media campaign have been progressing over the past six months. Materials and strategy have evolved from pretesting messages, leaflets, posters and pamphlets; from interviewing 1000 men and women in reproductive age groups and 600 functionaries such as village leaders, mullahs, granny midwives, school teachers, literacy corps, Health Corps doctors, private doctors, Extension and Development Corps, Agricultural Extension agents and social workers.

After pretesting 30 different messages the following theme was chosen: "Two or three children is enough; doctor give me the loop or pill". There will be a variation upon this theme midway through the three month campaign. "Two or three children is better; the loop and pill are safe". Accompanying this slogan is a sound symbol. The sound which is made by an Iranian instrument, *zambole*, will be used whenever a slogan is announced. The family planning symbol, a blue flower, will be on all printed materials, in clinics and placed with posters on walls. The theme will be conveyed in all media: film clips, posters, mailings, leaflets, exhibits, loud speakers, radio programming, newspapers and magazines. There are also five 35mm prints of the Disney film in Farsi for cinema houses.

One of the more interesting media is the mailing to women with a recent birth. Each envelope contains a letter to the woman, an oral pill flier, an IUD flier, a return postcard for "A Special Booklet", and two "special referral cards" for friends. The card has a map of the nearest clinic. Women with cards will be given an opportunity to get the contraceptive method of their choice without waiting. This special offer will last one month. The expiration date is stamped in red on the card. The fliers have coupons in order to record acceptances at the clinic.

The 20 exhibits have 3 panels, one contrasting the large and small family, one showing the methods and where to get them, and one explaining the problems of Iran's rapid population increase.

An attempt is made to have all media provide mutual reinforcement. The poster is shown in the film clip in advertisements and in the exhibits. The same materials used for radio programming are also used for training functionaries and as feature stories for magazines and newspapers. The symbol and slogan appear on every item produced.

II. *The Functionary Project*

Introduction

One of the major challenges of a communications program is to channel messages through existing infrastructure of manpower. In most villages there are village leaders, granny midwives and often a religious leader. Governments are developing an infrastructure of schools, health centers and agricultural stations. Iran has pioneered with the conscription of young men and women who serve two years in either the Literacy, Health, or Extension and Development Corps.

Many of the Revolutionary Corps have received instruction on the population problem, reasons for family planning, and contraception; the number of new acceptors attributed to them is low. The objectives of the functionary project is to determine what inputs are needed to gain active participation of the functionaries in accomplishing the following objectives: to recruit new acceptors, to encourage continuous use of the contraceptives, and to get couples to fix a definite family size goal with emphasis on the two or three child family.

The first step was to obtain information on the functions of these personnel: their role in the community, their knowledge and attitudes toward family planning and potential contribution. The second stage was to develop a training program, and a method of supervision.

The Setting

The two districts, chosen for the project each have about 100,000 population in an area of about 4,160 square kilometers. One has 135 villages with 41,000 inhabitants and the other has 407 villages with about 53,384 population. The contraceptive services are limited to a Health Corps team, and five family planning clinics in four villages. New oral pill acceptances are low averaging about 160 a month.

The Functionary Surveys

The surveys conducted during June and July of 1970 attempted to answer the following questions: What are the responsibilities of the functionaries and their characteristics? What is the working relationship between them? What is their knowledge of, and attitudes toward population growth and family planning? What role can they perform in a family planning program? If they have received any training in family planning, how effective has the training been and how should the training be improved?

The samples of school teachers was stratified to represent rural and urban, primary and secondary, male and female teachers, as well as Literacy Corps and private doctors. All Health Corps doctors, Health Corps girls and family planning field workers were interviewed.

Fifteen of the Health Corps girls were trained for three days to do the interviewing. Their findings indicated that neither the Literacy Corps nor the Health Corps consider family planning to be a part of their responsibilities. They have some basic knowledge of the facts about population growth but do not believe it is much of a problem. There are no directives, educational aids or supervision to prompt active participation in the program. As could be expected, the doctors, followed by school teachers, have the most exposure to mass media; the village leaders have some and the granny midwives almost none. There is no specific working relationship between the Revolutionary Corps and indigenous village leaders but often the Literacy Corps or doctors will talk at village council meetings. The midwives were interested in getting training and providing oral pills and condoms if they were given some financial rewards.

The findings from the surveys are being used to improve and develop a training program, to design the mass media strategy to reach functionaries, to prepare news articles and news releases for newspaper, magazines, and radio stations, to draft directives, educational materials and supervision forms, and to discover ways of having the

functionaries work together in order to maximize their impact. An obstacle to overcome at first is to convince the functionaries of the importance of what you want them to do: for example, most village leaders want large families, and must be helped to perceive the individual, community and national advantages of a small family.

Training the Functionaries

Field trips to the two districts were made to arrange training of 500 functionaries–school teachers, Literary Corps, village leaders and others. The training lasted one day and dealt with the social and economic aspects of population growth, the Esfahan family planning program and special campaign, the benefits of family planning, contraceptive methods and the expected role of the functionary. A free lunch was provided. Each participant received color and number coded leaflets, designating the type of functionary and his or her location. Each functionary got 20 oral pills, 10 IUD and 10 condom leaflets.

Supervision forms were also prepared giving the instruction on supervision, a simple monthly record form, and a check list of questions to be asked the functionaries. Except for the health staff, the supervisors in other ministries do not believe the work is a part of their responsibility.

No female doctor is inserting loops so there are no loops inserted in either of these two areas. Part of the problem will be remedied soon when a jeep will be available to take a doctor out to 10 substations each month. In addition, the training center being developed in Esfahan will help improve the quality and quantity of the training program. In conjunction with UNESCO experimental literacy projects, family planning and population sequences are being pretested. The audio-visual vans will soon be showing the Disney film and film clips. The objective is to continously try to improve the project, to find out what mistakes are made and how to correct them, and to integrate family planning with existing responsibilities of functionaries.

Results

The new acceptances to date are not very large. Since the beginning of the program the acceptances have increased from an average of 160 a month to 250. As services are expanded and means of using functionaries improve, acceptors should increase. Information is not yet available as to which functionaries have been most successful in recruiting new acceptors.

III. *The Intensive Project*

Introduction

The mandate for this project is to determine what a maximum promotion effect can accomplish. What proportion of all couples in the reproductive age group can be interested in using contraceptives and lowering ideal family size? How can mass media be intensified in one area? How can opinion leaders be identified and involved actively in recruiting acceptors? What should be the function of the family planning workers in making home visits, conducting group meeting and during follow-up visits? After how much concentrated promotion is there resistance or opposition to the program? How can the boomerang effect be measured? And finally, where does the effectiveness of a promotion effort end? What are the needed social, medical, cultural and economic changes necessary to interest couples in small families?

Setting

Two areas have been chosen. The urban area is located in a depressed section of Esfahan city with about 9,400 people. The rural area has 49 villages with 8,500 people located 20 kilometers north east of Esfahan city. The total number of households is 2,597 in both areas. The farmers in rural areas grow sugarbeets and live on small plots of a hectare or less. The housing structures in the urban area predate 1625.

The Base line Survey

A census of the population in both areas was taken. Both household and pregnancy record forms were completed. Besides the base line KAP questions, an attempt was made to identify opinion leaders in the area and determine media exposure. The Health Corps girls have completed the interviews for the 2,597 households; the coders have completed the KAP survey. A preliminary analysis will be ready by March 1971.

The surveys are currently being used by Professor and Mrs. Gulick, anthropologists from the University of North Carolina, to identify nonusers and conduct a longitudenal study of the selected families which do not respond to the program. In addition, the 15 Health Corps girls working on the project are getting base line data and guidelines on how to work with the families assigned to them.

The Strategy

Mass media use, such as sound trucks, exhibits, posters and mailings, will be concentrated in the intensive project areas. Mailings will be sent to every home during the mass campaign. There is no significant way in which newspaper, magazines and radio can be directed in these two locations. However, the film clip and Disney films will be shown frequently.

Identifying rural opinion leaders has been difficult. The goal is to train at least two persons–preferably man and wife team–in each village and in each block. Besides village leaders, mullahs, midwives, and school teachers, a search is on to find persons whose advice is sought after, the respected grandparent, the young couple desiring a small family, the satisfied contraceptive users and the local gossip. As in the larger functionary project, these persons are given a one-day training course, provided with leaflets on contraceptives, and instructed on what to do.

Part of the responsibility of supervising the functionaries rests with the 15 Health Corps girls assigned to the project. Each girl is responsible for 180 households and the functionaries located in her area. She first fills in base line survey data on her home visit record form such as age of the married couple number of children by sex, current practice of contraception, ambivalence toward family size and stated ideal size. After studying the surveys, she reviews a plan for the 200 households with her supervisor. She contacts the functionaries and they decide how to work together. At each home visit and group meeting she records, in her daily record form, changes in contraceptive practices, attitudes toward family size, exposure to mass media program and contact with functionaries. She also records positive and negative reaction to herself and the program as a whole. She writes down all the obstacles she has in accomplishing her objectives.

Evaluation will be by post survey; an analysis of home visit record forms, three diary takers, the KAP survey and a follow-up of a sample of acceptors and response at the clinics.

IV. *The Continuous Use Project*

The continuous use project should begin sometime after January 1971. Diagnosing the reasons for discontinuation and developing a strategy to improve continuation is in process. To determine which of the following problems is most prevalent is difficult: incomplete and incorrect information on the methods, lack of proper care at the clinic and extended waiting periods, long distances to the clinics and inadequate means of transportation, inadequate supply lines, over-reaction to side effects and improper medical treatment at clinic, lack of confidence in the methods and staff providing the methods, and rumors of severe side effects.

The current plan is to have many distribution points for the oral pills in one area, provide 100% follow-up in a second and give out 3 or 4 cycles at a time in another.

The same form used in the post partum follow-up studies will be used. The survey will begin in mid-1971. The sample will be weighed to get some indication of continuous use in the functionary and intensive project areas.

December 1970

APPENDIX D

SAMPLE WOALPP FAMILY PLANNING LITERACY SEQUENCES

FAMILY PLANNING–CURRICULUM OUTLINE–WOMEN		
SUBJECT CENTRE	SEQUENCE TOPIC	SESSION TOPIC
Family planning	1. Population problems.	*Tech.* The population problem. *Soci.* The health, economic and education problems. *Draw.* Age profile, growth chart, dividing land. *Math.* Birth rates, death rates and growth rates. *Lang.*
	2. Family planning.	*Tech.* Why family planning. *Soci.* The large and small family. *Draw.* Contrast of two families. *Math.* Dividing food and house space. *Lang.*
	3. 2 or 3 child family.	*Tech.* Why 2 or 3 children. *Soci.* Yours and your children basic needs. *Math.* Calculation of needs, Calculation of income for needs. *Lang.*
	4. Contraception.	*Tech.* Which contraceptive for you. *Soci.* Husband and wife choose method. *Draw.* Contraceptives and how they work. *Math.* When to take the pill or get an IUD. *Lang.*

FAMILY PLANNING PROGRAMME
INSTRUCTORS PLAN FOR DIDACTIC SEQUENCE DEVELOPMENT

Sequence 1–Population problem:

WOMEN

DAY ONE		DAY TWO		DAY THREE	
Revision of previous sequence	60'	Socio-economic	30'	Mathematics	50'
Introduction of new topic and technical instruction	60'	Language	60'	Language	40'
		Poster's description	30'	Dictation	30'
DAY FOUR		**DAY FIVE**		**DAY SIX**	
Mathematics	50'	Mathematics	60'	Revision	60'
Language	40'	Language	60'	Practice	60'
Free up to teacher	30'				

Sequence 2–Family planning:

WOMEN

DAY ONE		DAY TWO		DAY THREE	
Revision of previous sequence	60'	Socio-economic	30'	Mathematics	60'
Introduction of new topic and technical instruction	60'	Language	40'	Language	40'
		Dictation	50'	Free up to teacher	20'
DAY FOUR		**DAY FIVE**		**DAY SIX**	
Mathematics	60'	Mathematics	60'	Revision	30'
Language	30'	Language	30'	Practice	60'
Dictation	30'	Checking of difficulties of participants	30'		

Sequence 3–Two or three child family:

WOMEN

DAY ONE		DAY TWO		DAY THREE	
Revision of previous sequence	60'	Socio economic	30'	Mathematics	60'
Introduction of new topic and technical instruction	60'	Language	50'	Language	40'
		Dictation	40'	Others	20'
DAY FOUR		**DAY FIVE**		**DAY SIX**	
Mathematics	60'	Mathematics	60'	Revision	60'
Language	30'	Language	40'	Practice	60'
Dictation	30'	Technical instruction	20'		

Sequence 4–Contraception:

WOMEN

DAY ONE		DAY TWO		DAY THREE	
Revision of previous sequence	60'	Socio-economic	30'	Mathematics	60'
Introduction of new topic and technical instruction	60'	Language	50'	Language	40'
		Dictation	40'	Others	20'
DAY FOUR		**DAY FIVE**		**DAY SIX**	
Mathematics	60'	Mathematics	60'	Revision	60'
Language	30'	Language	40'	Practice	60'
Dictation	30'	Technical instruction	20'		

Sequence 1–Population problem:

MEN

DAY ONE		DAY TWO		DAY THREE	
Revision of previous sequence	60'	Socio-economic	60'	Technical content	40'
Introduction of new topic	60'	Language	60'	Drawing	60'
				Free up to teacher	20'
DAY FOUR		**DAY FIVE**		**DAY SIX**	
Language	60'	Mathematics	60'	Revision	60'
Mathematics	60'	Language	60'	Practice	60'

Sequence 2–Contraception:

MEN

DAY ONE		DAY TWO		DAY THREE	
Revision of previous sequence	60'	Language	60'	Technical content	40'
Introduction of new topic	60'	Socio-economic	60'	Language	60'
				Free up to teacher	20'
DAY FOUR		**DAY FIVE**		**DAY SIX**	
Language	60'	Mathematics	60'	Revision	60'
Mathematics	60'	Language	60'	Practice	60'

SEQUENCE 1–FOR MEN
The Population Problem

FP	I
TECH.	
1	1

THE POPULATION PROBLEM

Rapid Population increase

The number of people is increasing very fast in the world, in Iran and in our community. The rate of population growth slows agricultural, economic, health, education and welfare progress. If married couples continue to have large families of 5 to 8 children, progress will be slow or maybe impossible. The rate of growth is 3%. With this rate of growth the population will double every 24 years. The reason for this rapid population growth is that more people are surviving today. At sometime in the future the population growth must stop.

The population growth

There are 50 births and 20 deaths each year for every 1000 population. The rate of growth is 30 per 1000 or 3%. With a population that doubles in 24 years in 100 years, there are eight times as many people. In our community there would be poverty, disease and famines for our grand children. Even if all families have only 2 or 3 children, the population will still double.

The population density

Farmers must either divide their land among their sons or send them to the cities. If they go to the cities they are usually unskilled and uneducated. If they divide their land, there may be enough for their sons but not their grandsons.

If the people in the cities continue to have large families, there would not be enough jobs for everyone. The crowded living conditions are unhealthy and uncomfortable. The government and the family can provide better education and job opportunities if parents have two or three children.

Zero population growth

Almost one half of the total population is below 15 years old. Even if the young people have only 2 or 3 children, the population will double. At sometime the population must stop. To have progress, people must decide to have 2 or 3 children and stop.

SOCIAL ECONOMIC ASPECTS OF POPULATION GROWTH	FP	I
	SOCI.	
	2	1

The health problem to community and family

Mothers who deliver their 5th or 6th child are twice as likely to die at birth than women who deliver a second or third birth. Children in families of 5 or 6 children have poorer health than less crowded families. There is more tuberculosis, poorer sanitation and poorer nutrition in large families. When there is at least 2 or 3 years between births, both the health of the mother and her babies is improved.

The economic benefits to community and family

With fewer people there is less competition for jobs. There are more and better teachers and schools. There is more skilled labor and less child labor. Families can have more modern conveniences such as radios, refrigerator, stove, water heater and even T.V.s. Agricultural production is greater because land size remains big; there is machines, fertilizers and improved farming practices. In Iran more than one half of the people work on farming while in the United States only 5%. With small families fewer people would be producing more food.

Two or three children means better jobs, more schools, better health, improved agriculture and a more prosperous life.

The Shah supports family planning

His Imperial Majesty the Shahenshah Aryamehr has stated, "The rapid and unexpected increase of population has created a critical situation for humanity. High population growth rates seriously hamper efforts to raise the standard of living for the individual. In a too rapidly expanding population it is impossible to provide education, health and social services, food, housing, etc. for a rapidly increasing population. Family planning has been proposed as a solution. The aim of family planning is to provide for and to consolidate the welfare of the family and society. To achieve this vital aim, we need to give careful attention to family size".

Family planning and the Moslem religion

His Excellency Ayatollah Haji Sheikh Bahaeddin Mahallati of Iran has stated the use of contraceptives is not illegal. Neither the Koran nor the Prophet object to using means to space or stop child birth. It is stated that married couples should not have children they cannot properly care for.

What is family planning?

You can decide how many children you want and when to have them. Family planning is safe and effective. Many people like yourself are practicing family planning. There is contraceptive method to suit you. You should talk with your spouse about the ideal family size and methods to obtain that size.

FP	I
DRAW.	
3	1

THE FARMERS LAND

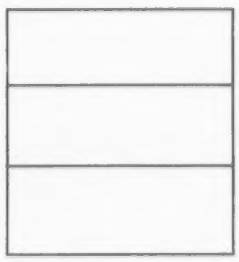
1.

Areas: 60 x 50 = 300 sq. meter

3000 sq. meter = 3 jeribs

THE LAND FOR FARMERS' THREE SONS

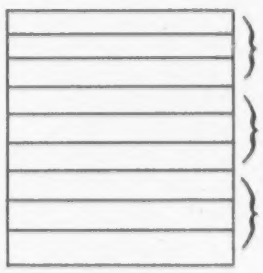
2.



$$\frac{\text{3 jeribs}}{\text{3 sons}} = \text{one jerib per son}$$

THE LAND FOR FARMERS' 9 GRANDSONS

3.



$$\frac{\text{one jerib}}{\text{3 sons}} = \text{one third jerib per son}$$

FP	I
DRAW.	
4	1

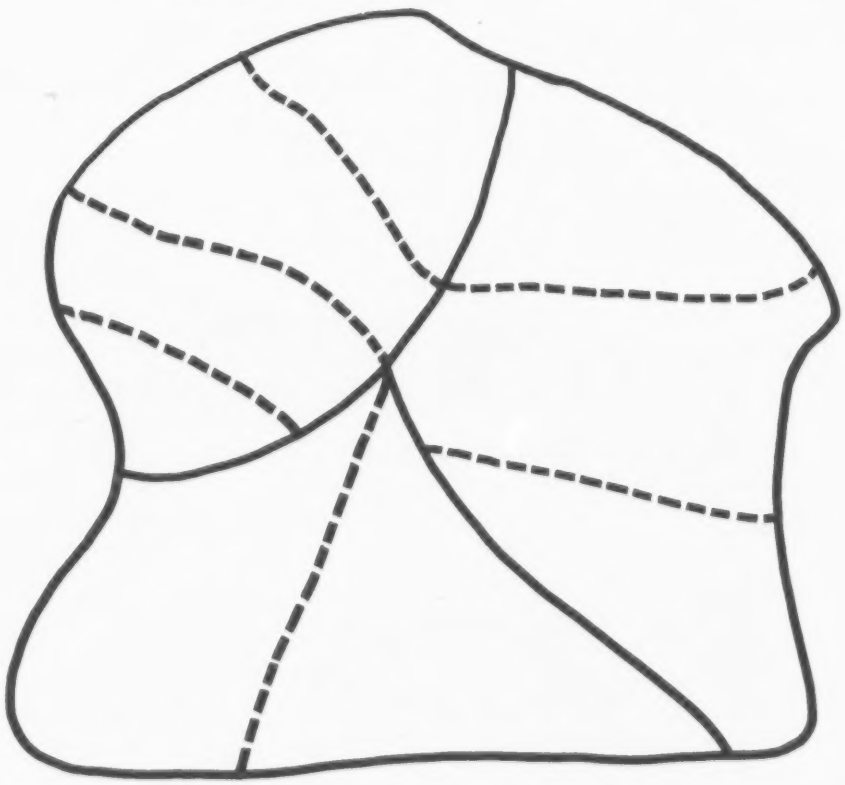
Draw your land area and then divide the land between the number of sons you have and then the grandsons you hope to have.

Sample

A farmer with 3 sons and 9 grandsons:

one son

4 grandsons



one son

3 grandsons

one son

2 grandsons

How many sons do you want to have?

How many grandsons?

How many great grandsons?

FP	I
MATH.	
5	1

THE POPULATION PROBLEM

When do you believe the population growth should stop in your village, town or block? If there are 1,000 people in your village or city block, the population will be 2,000 in 24 years, 4,000 in 48 years and 8,000 in 72 years. The population doubles every 24 years.

The population in our village or block is:_____
In 24 years the population will be:_____
In 48 years the population will be:_____
In 72 years the population will be:_____
What do you think is the best size population for your area?_____

Now if all couples decide to have 3 or 4 children and the death rate is lowered due to improved health, the population will double about every 35 to 40 years. The population size of our village or block would be:_____in 40 years. The population size of our village of block will be:_____in 80 years. The population size of our village or block will be:_____in 120 years. When do you think the population should stop?

As we mentioned if all couples have 2 or 3 children, the population will still double in 60 to 70 years but then it will remain constant.

Only you and your neighbors can decide how soon you want the population to double. If you want 5 to 7 children, then the population for your children will be twice as large as it is now. If you want 3 or 4 children, the population will be twice as large for your grandchildren. But if you want only 2 or 3 children, then only your great grandchildren will have double the current population.

Three children may be better than 2 if you are afraid a child will die. Three may be better for families who have two girls and want a boy. What do you think is better, 2 or 3?

APPENDIX E

FINAL QUESTIONNAIRE SUMMARY

1) *Describe one or two highlights of the Seminar*

Country workgroups; workgroup reports	15
Exchange of ideas in small groups; cross-country groups	11
Discussions of linking family planning, education and functional literacy; methods of integrating family planning in literacy curriculum; theoretical foundation set for functional literacy; clear definitions of concepts	8
Danziger session and do-it-yourself audio/visuals	6
WOALPP experience; field visits to WOALPP and to classes; Nouri presentation of WOALPP	5
Good work of Seminar executives; quality of planning; quality of resource people	4
Bonanni session	4
Other particular sessions	4
Various conference techniques/atmosphere	6
Miscellaneous	2

2) *Describe one or two low points in the Seminar*

Limited time for discussion, for cross-country groups, for field trips; too many topics; lack of participant involvement first week	8
Session on informal methods of education	8
No low points	5
Lack of punctuality	4
Confusions in terms over functional literacy and work-oriented literacy; lack of clarity in objectives and terminology	4
Particular sessions	8
Various Seminar organizational problems	10
Miscellaneous	3

3) *What were some of the important accomplishments in the Seminar for you for your work in your country?*

Setting up country project; active participation in country workgroup; getting acquainted with others in country workgroup; cooperation established among different institutions in country workgroup; plans made for country coordinating council etc.	20
Learning importance of population education, family planning and functional literacy	8
Use of informal methods in adult education; training skills; uses of audio/visual materials; mass media uses	6
Problem-oriented functional literacy approach; observation of WOALPP program; preparation of materials on WOALPP lines	5
Getting acquainted with other delegates and their problems	4

4) *What are some things you wish you had accomplished during the Seminar but did not?*

More on functional literacy techniques; more on teacher training and on teacher training materials; more on materials preparation; more on uses of mass media	10
Accomplished all wished/expected/could hope for	7
More discussion about importance of population problem; more focus on family planning; more active confrontation of family planning and functional literacy representatives	5
More study of WOALPP; more and better field visits to adult education projects	5
More study of materials distributed; more materials exchanged across countries	4
Miscellaneous	10

5) *If there were to be another international Seminar on functional literacy and family life planning education, what suggestions do you have for improvement?*

Advance or earlier distribution of reports and documents, background materials, and Delhi and Esfahan Seminar reports	14
More participation, more involvement of all participants; more time for cross-country groups; get delegates involved in setting seminar objectives; have at least one meal a day together to continue discussions; better orientation and getting acquainted among delegates before formal program begins	12
More on particular subjects: specific techniques and methods of functional literacy and family planning; important points of preparing an adult education program; preparation of materials and exchange of materials; education of girls and women; teacher selection and training; mass media; curriculum development; leadership training; motivation; simple techniques of research and evaluation and follow-up	12
More and better uses/demonstration of teaching methods in Seminar; one or two good field observations; more visitations; more practical work; demonstration classes by experts in teaching methods; workshop on practice/demonstration in preparing materials; use more audio/visual techniques	10
Better, more specialized, better use of resource people	9
Define problems for discussion better, sharpen focus; have family planning and functional literacy camps meet more head-on in small groups; more specialized, fewer subjects, etc.	6
More time, more free or flexible use of time, etc.	6
Repeat same format, which was excellent; no suggestions	3
Miscellaneous	4

6) *On a scale of 1 to 9, how would you rate the Seminar overall?*

0	0	1	2	3	7	16	7	2
very weak								outstanding

7) *How optimistic/pessimistic are you that your country group has developed a project plan (or implementation plan) that will in fact be adopted, funded, and carried out in the next year?*

0	1	0	1	3	5	14	4	7
very pessimistic								very optimistic

Participants also commented on their reasons for optimism or pessimism about their projects' prospects for successful implementation and listed the specific steps they planned to take on returning to their own countries.

APPENDIX F

SEMINAR ON FUNCTIONAL LITERACY/
FAMILY PLANNING EDUCATION
April 26-May 5, 1971
Esfahan, Iran

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(O) – Observer
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